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ABSTRACT

This annual report presents information from federally mandated annual surveys of federal agencies to assess their performance in providing educational opportunities to Hispanic Americans. Profiles were designed to gather the following information for each agency: exemplary programs/activities; contributions to Hispanic Serving Institutions; employment of Hispanics; future investments; and point of contact. Analysis of the 27 agency submissions indicated that there have been improvements since the last survey. In 1995, most agencies reported that they did not have the necessary data to comment on their agency's effectiveness in this area. The 1998 report shows that several agencies now have sufficient information to design and implement strategies targeting the Hispanic community. The 27 agencies submitting reports described a wide array of programs designed to meet the educational needs of Hispanic Americans. The process of collecting annual plans from each federal agency has increased their awareness of their responsibility to better meet the educational needs of Hispanic Americans. Several actions are being planned by the White House Initiative to increase the role of federal agencies in addressing the educational achievement of Hispanic youth in the future. (SM)

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White House Initiative on Educational Excellence for Hispanic Americans

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Fiscal Year 1998

Annual Performance Report

UD033326

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Fiscal Year 1998

Annual Performance Report

December 1999

White House Initiative on
Educational Excellence for Hispanic Americans

President's Advisory Commission on Educational Excellence for Hispanic Americans

Chair, Ana M. "Cha" Guzman

White House Initiative on Educational Excellence for Hispanic Americans

Executive Director, Sarita E. Brown

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EXECUTIVE SUMMARY
FY98 ANNUAL PERFORMANCE REPORT ON EXECUTIVE ORDER 12900

As part of the administration's ongoing commitment to improving educational opportunities for Latinos, Executive Order 12900 established the White House Initiative and the President's Advisory Commission on Educational Excellence for Hispanic Americans in 1994. The Executive Order charges the President's Advisory Commission with surveying federal agencies on an annual basis to assess their performance in providing education opportunities to the Latino community. The agencies' submissions are incorporated into a single Annual Performance Report on Implementing Executive Order 12900. The following report profiles the activity of 27 federal agencies for fiscal year 1998. This report is only the second time that agencies have been surveyed since the Executive Order was signed.

BACKGROUND AND PROCESS

The Commission made completing the survey for FY98 and disseminating the report a priority. It tasked the then-three member staff of the White House Initiative to work with federal agencies to determine what progress had been made since 1995, when the first survey was conducted.

With significant support from the Office of Management and Budget, the White House Initiative staff spent the past 12 months systematically reviewing 27 agency reports to create agency profiles. The goal was to shape this information into a useful tool for the Hispanic community. To this end, the staff designed profiles that give the following information for each agency:

Exemplary Programs/Activities includes programs that have demonstrated a direct impact on the Latino community. The descriptions include the number of Latinos served and the program purpose. Program outcomes and effectiveness will be considered as criteria for the FY99 Annual Performance Report analysis. This section also includes other relevant data on the agency's activity.

Contributions to Hispanic Serving Institutions (HSIs) includes total funding to HSIs, and activities that demonstrate the agency's support for enhancing the capacity of HSIs to educate Latinos.

Employment of Hispanics includes the total number of Hispanics employed in the agency (career and non-career), strategies to address the underrepresentation of Hispanics in the agency's employment ranks, and other employment policies (for example, internships and fellowships) that provide Latinos an opportunity to develop their academic and professional careers.

Future Investments includes goals/objectives and action plans that demonstrate the agency's commitment to improve and expand existing programs, and create new programs that assist the Latino community.

Point of Contact includes the name(s) of an agency official(s) who can respond to questions about the programs identified in the report.

ANALYSIS OF AGENCY SUBMISSIONS

There have been improvements since the last survey was conducted. In 1995, most agencies reported they did not have the necessary data to comment on their agency's effectiveness in serving Hispanic Americans. The 1998 reports show that several agencies now have sufficient information to design and implement strategies targeting the Latino community. For example, both the Department of Energy and the Department of Health and Human Services have developed department-wide initiatives with short-

and long-term strategies to ensure that Hispanics participate in and benefit from their education and employment programs. In addition, the Office of Personnel Management (OPM) announced a "9-point plan" in FY97 to identify recruitment and career development strategies to be implemented government-wide. Since then, several agencies have either developed their own Hispanic recruitment strategies, or have begun discussion of how to address this issue. OPM's efforts continue to generate new ideas on employment practices and support from senior agency executives, including the President's Management Council.

The 27 agencies submitting reports for FY98 describe a wide array of programs designed to meet the educational needs of Latinos. Many agencies have devoted significant resources and displayed true creativity in implementing this Executive Order. The following are some of the most promising initiatives that resulted.

- The Department of Agriculture's Hispanic Serving Institutions Education Grants Program supports graduate programs in agriculture, participation in career and science fairs, and sponsorship of field trips to USDA facilities and college campuses.

- The Department of Health and Human Services developed an Hispanic Agenda for Action. It enhances the agency's capacity to serve the Latino community's customer needs, and provides $103 million in support to HSIs for a wide variety of activities, including service projects, health professions training, biomedical research and development, tuition assistance, and fellowship and scholarship programs.

- The Small Business Administration's (SBA) small business development program in San Diego, teaches young Latino entrepreneurs hands-on business skills and computer technology through the operation of *Casa Familiar's La Esquina* Snack Shop.

- The Smithsonian Office of Education (SOE) launched a Web site, *Impacto, Influencia, Cambio*--Science, Technology, and Invention in Latin America and the Southwestern United States, to highlight the achievements of Latinos in such disparate fields as agriculture and aviation.

- The NASA/Hispanic Association of Colleges and Universities (HACU) *Proyecto Access* identifies disadvantaged middle school and high school students, most of whom are Hispanic, and reinforces the students' potential and interest in becoming practitioners or teachers in engineering, science, and other mathematics-related areas. The main objectives of the project are to reinforce secondary-level mathematics preparation for students, increase their college retention rates, and increase the number of competently prepared minority and female high school students from *Proyecto Access* who will ultimately pursue engineering, mathematics, and science studies in college.

- The National Endowment for the Humanities (NEH) provided a grant to Motheread, Inc. for the *Abuela* project, which will develop a new curriculum using Latino children's literature. The *Abuela* project works with a network of teachers based in community colleges, Title I elementary schools, family support agencies, and child centers across the nation and recognizes complex relationships between native language, literature, the formulation of cultural identity, diverse Latino storytelling traditions, and Latino cultural history in the United States.

- The Department of Transportation's (Federal Transit Administration) *Tren Urbano* University of Puerto Rico/ Massachusetts Institute of Technology Professional Development Program is a laboratory for students in engineering, architecture, and planning to develop professional expertise in transit planning, design, construction, operations, and management. This is a collaborative effort between the Puerto Rico Highway and Transportation Authority, the University of Puerto Rico, and the Massachusetts Institute of Technology. Since August 1998, the program has served 124 students, of whom 76 percent are Latinos.

- The Office of Juvenile Justice and Delinquency Prevention Juvenile Mentoring Program (JUMP) at the Department of Justice supports one-on-one mentoring programs for youth at risk of educational failure, dropping out of school, or involvement in delinquent activities, including gangs and drug abuse. JUMP sponsors such programs as the Latino Mentoring program, Family Services, Inc., Big Sisters, Mentor Matter, and the George Gervin Youth Center, that bring together responsible adults and at-risk youth in need of positive role models.

- The Department of Energy's Hispanic Collaborative for Research and Education in Science and Technology (HiCREST) involves six Hispanic Serving Institutions in Puerto Rico, New Mexico, and Texas, along with seven other DOE national laboratories. The goals are to increase participation of HiCREST universities and faculty in national research and development enterprises; enhance the ability of Hispanic students to succeed in science and technology careers; and position DOE to be a better leader in developing the nation's Hispanic science and technology workforce.

While some agencies set measurable objectives for Hispanic American participation in programs and have developed action plans for future investments, others can improve on this dimension. In many cases, the desired change is relatively easy. For example, for future plans, agencies that have set ambitious qualitative goals need to develop measurable objectives to track their progress. By focusing their efforts on setting and achieving ambitious, measurable goals, agencies can help produce reliable data on how Latinos are being served by federal programs and develop effective strategies for improving their participation. Also, in defining objectives, agencies should address not only process-level outputs, such as number of students served, but program outcomes, such as a reduction in high school dropout rates.

Most important in these efforts to improve the participation of Latinos in federal educational and employment activities is finding ways to create long-term strategies for change and inclusion of the Hispanic community. While not enough agencies have taken advantage of the opportunity to think more strategically about their future investments in this growing community, several agencies are seriously rethinking the way they do business. We believe that the continued effort will reinforce the commitment of those that are engaged and prompt agencies to develop a strategic response to the Executive Order.

OUTLOOK FOR FY99

In conducting the follow-up interviews for FY98, we learned of several new activities that reflect a more concerted effort from agencies to identify and develop activities and resources to assist the Latino community. The following activities from the Departments of Education, Interior, Commerce, and Transportation and the Small Business Administration represent a small but significant set of examples that will be identified in the FY99 Annual Performance Report. The White House Initiative will continue to work with the agencies now to ensure that their FY99 reports are as complete and informative as possible and include future investments for both FY2000 and FY2001.

The Department of Education in its original report described early efforts to develop an outreach strategy for Latino parents. We know that their FY99 report will include a more comprehensive Latino outreach strategy. The current multi-pronged effort includes a mini-catalogue of Spanish language publications available from the Department; toll-free numbers staffed with Spanish-speaking personnel; a multiyear partnership with *Univision*, the largest Spanish-language television network in the United States, that includes public service announcements on education messages; direct involvement with the White House Initiative's *Excelencia en Educación:* The Role of Parents in the Education of Their Children national conference series; and a specially produced video on how to engage Latino parents, to be distributed nationally in 2000.

Other examples include *America's Largest Classroom*, a comprehensive approach to policies and procedures from the Department of the Interior. The *Hispanic Serving Institutions Assisting Communities* program through the Department of Housing and Urban Development awarded 14 Hispanic Serving Institutions $5.6 million to address community development needs. The Department of Commerce recently developed a new grant initiative that will focus on Hispanic Serving Institutions and other minority serving institutions to increase their participation in grant programs funded by the department. The Department of Transportation, working with the Smithsonian's Air and Space Museum and the National Hispanic Coalition of Federal Aviation Employees, developed the documentary video "Building on the Legacy—*Nuestra Herencia*," which traces the historical contributions of Latinos in the field of aviation. The Small Business Administration signed partnership agreements with 33 national Hispanic organizations to increase Hispanic participation in SBA activities.

CONCLUSIONS AND NEXT STEPS

The process of collecting annual plans from each federal agency has increased their awareness of their responsibility to better meet the educational needs of Hispanic Americans. We, as commissioners, and our agent, the White House Initiative staff, believe that the process of completing the report has placed the needs of Latinos in education and employment on the "radar screen." Agencies now clearly recognize that coordination within their respective departments and increased interagency collaboration is expected and will enhance their ability to fulfill the mission of their agencies as they respond to Executive Order 12900.

To ensure that agency plans and efforts continue to improve, the White House Initiative, with the support of the Office of Management and Budget, is planning a number of actions to increase the role of federal agencies to address the educational achievement of Hispanic youth in the future. First, we will reorient the FY99 final report to highlight agency work in the following areas: early childhood education, literacy, mentoring, high school completion, access to college, workforce training, Hispanic Serving Institutions (HSIs), graduate education, and internship and employment opportunities for Hispanic Americans. We will then work with agencies to ensure that their action plans are designed to include achievement in these areas. In tandem, we will focus the analysis on the top five to ten geographic areas with the largest concentrations of Hispanic youth, identify effective projects that federal agencies are involved in, and work with other agencies to generate related activities to target resources and maximize program impact. We will also look for ways these strategies can be deployed by areas of the country with new emerging Latino communities. As a result, innovative projects, such as the one supported by the SBA to train youth in strong business practices, might partner with a local career academy with help from the Department of Education, while linking students with mentors through a program supported by the Department of Justice. We believe that a clear focus on specific educational areas, coupled with well-coordinated resources, can lead to positive outcomes for the community we are trying to reach.

The White House Initiative and OMB are also planning other activities to improve agency plans and reports. First, we will provide agencies with templates demonstrating exactly what information needs to be provided in both the annual plans and reports and in what format. By following the templates, agencies will in aggregate provide a comprehensive picture of Hispanic participation in federal programs. We will also distribute to agencies several examples of exemplary submissions. We anticipate that the templates and examples will help agencies better understand the steps they need to take to fulfill their obligations under the Executive Order, both to improve this year's submissions and to ensure that next year's submissions demonstrate substantial progress. To that end, the White House Initiative staff will work with OMB and agencies to support their programs and activities for the FY 2001 budget cycle that directly address the needs and strengths of the Hispanic community and are tied to their annual plans.

We plan to continue refining this exercise for maximum effectiveness. Such refinements will include requiring agencies to submit different information based on relevance to their mission, with particular focus on key agencies. The White House Initiative will identify a small number of agencies with the most program activity relevant to the purposes of the Executive Order for K-12 education, postsecondary education and training, and support for Hispanic Serving Institutions. The White House Initiative will work most intensely with these agencies. Other agencies covered by the Executive Order will continue to provide plans and reports and will benefit from information the White House Initiative will provide them on how the high-intensity agencies are faring. The White House Initiative will take primary responsibility for coordination among the agencies, especially the high-intensity agencies. The White House Initiative will convene the agencies early in November to ensure maximum coordination in the planning cycle, and then periodically during the year on progress and issues needing resolution. In mid-November, the White House Initiative will also hold another meeting of the Interdepartmental Council on Hispanic Educational Improvement to share this information and discuss agency commitments and activities related to the Executive Order.

The White House Initiative will consult with groups representing the Hispanic community and with groups representing agency grantees to ensure that agency plans are realistic and to solicit good ideas for additional activities. Work will continue to promote coordination among agencies so that they can disseminate their best ideas and learn from each other's experiences on a continuing basis, making special efforts to link agencies with similar programs or missions.

The White House Initiative will disseminate the FY98 Annual Performance Report through its Web site and through a small printing of the summary report.

During the week of November 1, 1999, the White House Initiative staff plans to distribute reporting guidelines for the FY99 and future investments annual plans to the same 27 federal agencies. The plans will be due to the White House Initiative by December 15, 1999. The White House Initiative will work with each agency on any issues raised by the plan. Schedules may be changed to accommodate late appropriations. The White House Initiative will enlist the aid of OMB and the White House Office of Cabinet Affairs in working with agencies whenever necessary.

Ana M. "Cha" Guzman Chair	Guillermo Linares Vice Chair	Miriam Cruz Policy Committee

President's Advisory Commission on Educational Excellence for Hispanic Americans

DEPARTMENT OF AGRICULTURE (USDA)

FY98 Annual Performance Report Summary

- **EXEMPLARY PROGRAMS/ACTIVITIES**

USDA's Hispanic Serving Institutions Education Grants Program is a federal competitive grants program specifically targeted to Hispanic Serving Institutions (HSIs). The program is designed to promote and strengthen the ability of HSIs to carry out education programs that attract, retain and graduate students capable of enhancing the U.S food and agricultural scientific and professional workforce.

Through the USDA HSI Education Grants Program, USDA awarded approximately $1.5 million in FY97 to 13 HSIs and awarded $2.4 million to ten HSIs in FY98. Many of the grants are supporting projects in the fields of human nutrition and dietetics, aquaculture, agribusiness technology, food and beverage export and international trade, food and agricultural marketing and management, integrated resources management, and food science technology and engineering.

The USDA/Hispanic Association of Colleges and Universities (HACU) Leadership Group continues working to implement the Memorandum of Understanding revised and signed in 1996 by USDA Secretary Dan Glickman and HACU President Antonio Flores.

The Leadership Group works in collaboration with the public and private sectors to achieve significant and equitable improvements in employment and educational opportunities to the Latino community. It serves as a catalyst and focal point for identifying national initiatives and mechanisms to encourage Latinos to enter university degree programs leading to careers as agricultural scientists and professionals. Some examples of the group's efforts include:

> --USDA/HSI Fellows Program was established as part of the Leadership Group's efforts to advance USDA's relationship with the participating HSIs and to enhance the capacity of their programs and staff. By enhancing fellows' professional growth, the program strengthens the quality of HSI's and fosters work force diversity.
>
> --The E. Kika De La Garza National Internship Program focuses on outreach efforts that advance USDA's vision of increasing educational and employment opportunities for students enrolled at HSIs. The program has placed more than 390 students since FY93.
>
> --The USDA Hispanic Serving Institution Liaison Officers serve as a link between the USDA, HSI's, private industry, non-profits and community-based organizations. The liaisons undertake activities in cooperation with a consortium of institutions and contribute to the accomplishment of the goals and objectives of the envisioned partnership. The cooperation of the academic institutions, the faculty and USDA agencies has been key to the accomplishments of the USDA/HSI Liaison Program.

The responsibilities of the liaisons include, but are not limited to: recruitment; HSI academic program development; coordination of programs and activities of mutual interest between the HSI consortiums and USDA; working with HSI and USDA officials to utilize and acquire available agency resources and programs; provide assistance to enhance national data on Hispanics in higher education and areas of interest associated with the nation's food and agricultural system.

USDA Liaisons' efforts resulted in the following:

Liaison officers initiated and facilitated the establishment of USDA/HSI national and regional partnerships in Texas, New Mexico, California, and Puerto Rico. A fifth partnership is currently being formed with a community college in Florida.

Liaison officers have lead community outreach activities including: mentoring programs for K–12 and college students in the agricultural science field; partnering with HSIs to work closely with student and parent groups in encouraging students to pursue higher education; holding community-wide informational presentations on available USDA services and programs; inviting USDA agencies and other federal departments to participate; providing technical assistance to HSIs on writing award-winning grant proposals.

Liaison officers participated in and initiated various student outreach activities such as career and science fairs, field trips to USDA facilities, and campus visits. Through these outreach activities, liaisons recruited, informed, and assisted HSI students in preparing for careers in agriculture. Liaisons assisted student placement in a variety of internship programs. Additionally, they assisted students in successfully competing for a variety of USDA scholarships. Students from HSIs were recipients of the Agricultural Research Service/California State University Science Scholars; Soil Sciences Hispanic Initiative Scholarship; Forest Service Hispanic Initiative Scholarship; and The National Organization of Professional Hispanic Natural Resources Conservation Service Employees Scholarship.

- **PROGRAMS/ACTIVITIES**

The Hispanic Advisory Council was appointed in October 1997. The Council is charged with implementing a comprehensive plan to provide high-quality services and increased educational and employment opportunities for Hispanics. The Council also provides USDA management a focal point to assess, measure and ensure progress in addressing Hispanic issues and objectives.

The Multicultural Scholars Program is designed to attract and educate outstanding students for careers as agriscience and agribusiness professionals. The purposes of the program are to increase the diversity of the food and agricultural scientific and professional work force and to advance the educational achievement of all Americans. Since the program was initiated in 1994, 20 percent or 43 of 206 program awards were given to Hispanics.

The USDA Science in Agriculture program recruits bright science students into agriculture and the allied human sciences. The joint state-federal agricultural research facilities in south Texas host young students and provide them with laboratory- and field-orientated experiences. The program is targeted to high school sophomores and juniors in the lower Rio Grande Valley region of Texas.

The USDA Forest Service sponsors the Central California Consortium, an outreach effort for Hispanic youth, starting at kindergarten through attainment of a degree from a four-year institution. This outreach is intended to create an awareness and interest in career opportunities in natural resources, natural science, and agricultural sciences. The Consortium provides opportunities for educational institutions involved with the project to establish research projects that will assist the Forest Service and other USDA agencies in providing quality customer service to the public.

The USDA Cooperative State Research, Education Extension Service, Families 4-H and Nutrition Unit delivers programs to Hispanic youth through 4-H Youth Development, Youth at Risk, Expanded Food and Nutrition Education, and family programs throughout the 50 states and six territories. Programs cover a range of topics and activities including Spanish language materials, family programs and projects designed to meet the needs of Hispanic youth, and 4-H clubs and camps.

- **CONTRIBUTIONS TO HISPANIC SERVING INSTITUTIONS (HSIs)**

Total awards to HSIs for: Research and Development, Program Evaluation, Training, Facilities and Equipment, Fellowships, Recruitment and IPAs, Student and Tuition Assistance, Scholarship, Administrative/Research, Infrastructure

	Awards to Institutions of Higher Education (IHEs)	Awards to IHEs for Hispanic Activities	Awards to HSIs	Awards to HSIs as a % of total awards to IHEs
TOTAL	**$977,443,000**	**$317,000**	**$27,125,000**	**2.8%**

See exemplary programs for programmatic contributions to HSIs.

- **EMPLOYMENT OF HISPANICS**

At USDA, Hispanics represent 5.1 percent of career employees and 6.3 percent of non-career employees.

The USDA Forest Service Hispanic Employment Initiative assists Hispanic youth to attain a degree and provide them employment opportunities with the Forest Service or other federal natural resources agencies. Of the current 23 students, 15 have been converted to Student Career Employment Programs. The Initiative projects a participation rate of 33 students in FY99.
The USDA Agricultural Awareness/Student Recruiting Collaborative supports youth educational efforts in El Paso, Texas. The Program partners include USDA, Texas A&M University, New Mexico State University, the W.K. Kellogg Foundation. This program prepares Hispanic youth for postsecondary education and for career choices and opportunities. Examples of activities include: one-on-one assistance for youth interested in pursuing a higher education in the food, fiber, and natural resources industries, tours of campuses and research facilities, training and experiential learning in leadership development, and international exchanges between Juarez, Mexico and El Paso youth and youth professionals.

- **FUTURE INVESTMENTS**

  USDA will conduct an extensive program evaluation to gauge progress and to set the future direction of the Department's HSI Initiative. The evaluation team will include representatives from USDA, HSIs, HACU, and Latino non-profit organizations. Stakeholder interviews will be part of the evaluation. USDA will also seek stakeholder input in setting future priorities for the programs.

- **POINT OF CONTACT**

  Maria Patterson
  National Program Director
  HACU/HSI Initiative
  (202) 720-6506

- **EXEMPLARY PROGRAMS/ACTIVITIES**

The Tijuana National Estuarine Research Reserve (TNERR) provides environmental education programs for approximately 4,000-5,000 students annually, kindergarten through college level. Many of these programs are long term, including the Junior Rangers Program and the High School Research and Mentoring Science Program.

The cornerstone of these programs is the English/Spanish education curriculum and the English/Spanish water quality monitoring curriculum. While student participation is not broken down by ethnicity, it can be estimated based on the following information: most students who participate are from local South San Diego communities, including Imperial Beach, Chula Vista, and National City. Specifically, the South Bay Union Elementary School District and the Sweetwater Union School District participate. The South Bay District has a student body that is 60 percent Hispanic and the Sweetwater has a student body that is 64 percent Hispanic. Approximately 40 percent of the Junior Ranger students are Hispanic. Over 50 percent of all students who visit and use the curricula on site are Hispanic.

TRNERR also provides environmental education curricula to user groups in Mexico and to the Kumiai Indians living within the Tijuana River Watershed. All education materials are translated into Spanish and utilized by teachers and non-governmental organizations in Mexico. Over 200 teachers have been trained to use TNERR's curriculum in Tijuana. Non-governmental organizations in Baja, California, also use the curriculum to teach fishermen concepts of natural history to facilitate their participation in eco-tourism activities on the estuaries.

The Oceanic and Atmospheric Research (OAR)/ Environmental Research Laboratory (ERL) has yearly co-sponsored teacher training and student jamboree competitions for the Colorado Minority Engineering Association/Mathematics Engineering Science Achievement (CMEA/MESA) program. The MESA program is for minority and economically disadvantaged students in the elementary, middle and high schools. The aim is to involve the parent, the teacher and the student in a pre-college curriculum. Students are encouraged to take English, mathematics and science courses that will prepare them for college-level work. Early intervention through the MESA program is encouraged to redirect students away from gang activities and into future successes through math- and science-based activities.

The OAR Equal Employment Opportunity (EEO) Office initiated discussions with the Longmont, Colorado, Police Chief to address the Latino dropout problem in the St. Vrain Valley School District. As a result, a MESA program will be developed there.

The MESA program attempts to have an impact on dropout statistics by recruiting students, parents, and community members from private industry, government and businesses to support the program. MESA students receive tutoring, attend meetings, participate in science projects and competitions, and take field trips to businesses, federal agencies, and colleges and universities. Students are coached in effective studying techniques for tests and examinations, including the

SAT and ACT exams.

Virtually all the MESA students graduate from high school, over 95 percent enroll in college and 70 percent pursue a mathematics or science-based major. In Colorado, 2,757 students in 118 schools participated in the program in 1998. Hispanics represented 36.9 percent of the total participants.

Hispanics consistently account for over 35 percent of all MESA students. There are no solid statistics on the number of Hispanic teachers/advisors. Even though a shortage of Hispanic teachers exists in Colorado, many of the MESA programs with large Hispanic student populations have Hispanic teachers/advisors. The MESA teachers/advisors are all dedicated to working with all the MESA students. About 50 percent of the 120 MESA teachers/advisors are Hispanic.

The MESA Jamboree for middle school students that OAR has funded attracts over 300 students from throughout the state. The competitions usually involve six events: Open Airplane Competition; Eggdrop Competition; Tower Building Competition; Shooting Gallery; On-Site Writing Competition and Prepared Speech Competition.

The MESA teachers/advisors retreat is to provide updated information to about 100 MESA teachers on successful models and best practices in the teaching of mathematics and science. About 50 percent of the retreat participants are Hispanic.

- **PROGRAMS/ACTIVITIES**

The Office of Inspector General (OIG) Assistant Inspector General and highest ranking Hispanic OIG official, participated in the Executive Leadership Development Conference sponsored by the National Association of Hispanic Federal Executives (NAHFE). OIG's presence at the Conference served as a positive outreach effort to the Hispanic community by the Department of Commerce.

National Oceanic and Atmospheric Administration (NOAA)

National Ocean Service (NOS) was awarded $99,308 by the Environmental Protection Agency (EPA)Environmental Education Project. The project, focused largely on coastal hazards, will include writing and translating into Spanish a curriculum guide and educational posters with the themes of coastal hazards, watersheds and hazardous waste. The target audience is teachers and students in elementary and middle school. The project will partner national and international groups including EPA, NOAA, U.S. Geological Survey, the National Science Teachers Association, the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the Intergovernmental Oceanographic Commission of UNESCO and others. The project will be completed no later than September 2000 and an interagency agreement is being finalized.

In 1996, the Padilla Bay Reserve received a grant from NOAA to produce an educational program for homeowners that would address non-point source pollution. The final product was a Septic Education Kit, which contains everything an educator would need to conduct a comprehensive septic education program. One of the components of this kit is a series of fact sheets addressing topics of septic system care, maintenance, and the health and environmental hazards of failing systems. These fact sheets have been translated into Spanish and are currently being used in Puerto Rico, with plans to distribute them to Hispanic populations in other states.

The Channel Island National Marine Sanctuary is continuing its Los Marineros multi-disciplinary marine education program targeted at elementary-age Spanish speaking children in the Santa Barbara School District. Sixty-four percent of the students in this school district are Hispanic, many from low-income families without the financial resources to provide enrichment experiences for their children.

The Jobos Bay National Estuarine Reserve in Puerto Rico, supported with NOAA funding, is working with a local volunteer organization that helps unemployed Spanish speaking former sugar cane workers and fishermen start alternative careers in eco-tourism activities related to the Reserve.

The International Brant Monitoring Project is a tri-national partnership between schools and resource agencies along the Pacific Flyway. Students from Alaska, British Columbia, Washington, Oregon, California, Baja, California, and Mexico, learn about Brant geese through classroom activities and field trips with local experts, and by using the Internet and a special Web site to communicate about their findings. Founded in 1996, the Brant Project promotes stewardship of critical habitat and teaches students about the importance of individual and local responsibility in protecting global environmental health. Twenty percent of the participants are from Mexico.

Office of Oceanic and Atmospheric Research (OAR)

The National Severe Storms Laboratory (NSSL) developed a Spanish-language color poster on lightning titled, Peligro de Rayos (lightning danger). The Laboratory distributes the poster to schools and educators throughout the country.

The OAR Equal Employment Opportunity Program Manager attended meetings and participated as an Hispanic community representative on a minority recruitment and retention panel.

As a former chair and current board member of the Colorado Alliance for Science (CAS), the OAR/ERL EEO manager represents Hispanic interests and ensures that Hispanic teachers are included in CAS activities. CAS comprises representatives from all the public universities in Colorado, the major businesses and industries, federal agencies, and K-12 teachers. The purpose of CAS is to improve mathematics, science and technology education in Colorado. CAS also provides a forum for the various groups to meet and discuss ways to improve mathematics, science and technology education. CAS has sponsored teacher programs to expose mathematics and science teachers to federal laboratories. These programs have included Hispanic teachers but there is no reliable information about the number. CAS has sponsored tutor programs such as the Youth Competency in Mathematics and Science program. Volunteer tutors work with minority students and girls at the elementary, middle and high school levels. The targeted schools are those with large Hispanic student populations.

National Institute of Standards and Technology (NIST)

Material Science and Engineering Laboratory, Student Undergraduate Research Fellowship Program (MSEL-SURF) is a collaboration between the Material Science and Engineering Laboratory (MSEL) and the National Science Foundation (NSF). The program has resulted in the establishment of a Student Undergraduate Research Fellowship (SURF) program at the National Institute of Standards and Technology (NIST). The MSEL-SURF program enables undergraduates from the University of Puerto Rico to work on materials-related projects at NIST. Exposure to laboratory experience provides students with an opportunity to participate in cutting-edge technology. In addition, participants gain realistic hands-on experience that results in their being better able to perform in a classroom setting, and better equipped/prepared for competing at the graduate level and/or for placement within the scientific work force. Monetary expenditures for FY1998 were recorded at $11,760.

The NIST Chemical Science and Technology Laboratory (CSTL) continued to support the participation of HSI students within the CSTL Fellowship program. The purpose of the program is primarily two-fold. First, students are provided with an opportunity to work within a research laboratory. The experience is used to expose students to equipment, research techniques, and experience that are not available within a classroom/academic setting. Second, CSTL uses the Student Fellowship program as a means of developing relationships with and identifying possible future hires for employment within NIST as well as future participants for NIST graduate and post-doctoral programs. Monetary expenditures for FY98 were recorded at $54,000.

- **CONTRIBUTIONS TO HISPANIC SERVING INSTITUTIONS (HSIs)**
  Total awards to HSIs for: Research and Development, Program Evaluation, Training, Facilities and Equipment, Fellowships, Recruitment and IPAs, Student and Tuition Assistance, Scholarship, Administrative/Research, Infrastructure

	Awards to Institutions of Higher Education (IHEs)	Awards to IHEs for Hispanic Activities	Awards to HSIs	Awards to HSIs as a % of total awards to IHEs
TOTAL	**$1,125,110,000**	**no data reported**	**$11,400,000**	**1.01%**

The National Telecommunication and Information Administration (NTIA) awarded Public Telecommunications Facilities Grants to 6 HSIs.

- **EMPLOYMENT OF HISPANICS**

At the Department of Commerce, Hispanics represent 2.8 percent (1,502 out of 52,712) of career employees and 3.7 percent (452 out of 12,262) of non-career employees.

In FY98, the Secretary of Commerce established a mandatory diversity critical element in the performance plans of all Senior Executive Service managers. The rating schedule will allocate 15 points (out of 100) to this element, which is based on attention to diversity in recruiting, managing, and training. Hispanic recruitment, outreach, and training are included in the diversity element.

Hispanic political appointees have increased from 7.6 percent (16 out of 211 political appointees) to 9.4 percent (13 out of 139) under Secretary Daley's tenure.

In the last six years, the Department of Commerce awarded grants totaling $2,861,278, and hosted 381 interns from the Hispanic Association of Colleges and Universities (HACU).

OAR promotes and utilizes the Practical Hands-on Application to Science Education (PHASE) to employ Hispanic high school and college students. CAS administers the PHASE program. The program typically attracts about 10-15 participants each year. Non-minority men and non-minority women each represent about a third of the students. Minorities are about a third of the participants. Usually one or two Hispanics participate each year. Students are recruited by CAS and the participating laboratory. Selections are made by laboratory supervisors. The program has been advertised through the Society for Advancement of Chicanos and Native Americans in Science (SACNAS) newsletter, the Catalogue of Domestic Federal Assistance, the laboratories and through CAS. The OAR EEO office assists CAS in distributing PHASE projections for summer jobs to community organizations, such as MESA and SACNAS. More recently, a briefing on the need to attract Hispanics was presented to Sea Grant Hispanic faculty at the University of Puerto Rico at Mayagüez.

Hispanics hold 7.8 percent of regional and local management positions in the Decennial Census, and comprise 6 percent of the total Decennial Census workforce recruited to date.

In FY98, Census Bureau representatives conducted on-campus recruiting in both spring and fall semesters at nine schools identified by the Hispanic Association of Colleges and Universities with 25 percent or more Hispanic enrollment. In addition, the Census Bureau visited 12 additional schools listed in *Hispanic* magazine's "A Guide to the Top 25 Colleges for Hispanics."

The College Recruitment Program is a comprehensive approach that includes, but is not limited to, attending campus career fairs, making classroom presentations, discussing opportunities at and the work of the Census Bureau with professors, deans, and department chairs, interviewing potential applicants, and providing instructions and guidance on the application process.

A special assistant to the Census Bureau director is charged solely with Hispanic community outreach efforts centered mostly around Decennial Census awareness. A corollary to this Hispanic community outreach is the advertisement of Census professional vacancies and referrals to the Census Human Resources Division's Recruitment Branch.

During FY98, the U.S. Patent and Trademark Office (PTO) conducted on-site campus interviews and disseminated recruitment literature at seven colleges and universities with high Hispanic enrollment: University of Texas at El Paso; CUNY, City College; University of Puerto Rico; University of Houston; Florida International University; University of Miami, Florida, and the main campus of Texas A&M University at Bryan/College Station. It is noted that the Texas A&M University system includes campuses in Corpus Christi, Kingsville and Laredo. These efforts resulted in 12 Hispanic new hires. In addition to on-site recruitment efforts, PTO placed several advertisements in Hispanic publications: *Hispanic Business* and inside-cover, full page ad in the *National Council of La Raza (NCLR) Diversity Job Fair.* PTO supported Hispanic advocacy organizations with career/job fair exhibit booths at: League of United Latin American Citizens

(LULAC), Society for Hispanic Professional Engineers (SHPE), HACU, SACNAS and NCLR. PTO provided summer employment internships for 19 HACU undergraduate students.

- **FUTURE INVESTMENTS**

The Department of Commerce will undertake the following activities in FY99 and FY00:

The Department is engaged in a grants initiative focusing on Minority Serving Institutions (MSIs) that assists potential applicants by increasing their awareness of the Department's grant programs and funding opportunities. The Department will host a conference in the fall of 1999 to disseminate grant program information and funding opportunities for MSIs.

Strategies for Employing Hispanics

Commerce recently hired a Hispanic Employment Program Manager (HEPM) specifically to increase outreach to the Hispanic community. A comprehensive plan of action initiated by the Department's HEPM is in the final stages of development.

The Office of Civil Rights at Commerce, in conjunction with the Office of Human Resources, will develop a resource guide to assist supervisors and managers in recruiting Hispanics and developing their careers.

SES vacancies will be open to all qualified applicants. Selecting officials and human resources offices should consider extending vacancy announcements for GS-13/15 positions to recruit from all sources, both within and outside the federal government.

Selecting officials will use outstanding scholar and bilingual hiring authorities where possible to increase entry-level hiring.

Department and bureau of civil rights and/or human resource offices will establish recruiting partnerships with Hispanic interest groups such as HACU, NCLR, and IMAGE (an organization of Hispanic Federal/Private Sector employees).

OHRM will ensure that the Student Career Experience Program provides a pipeline of talented Hispanic students for future employment needs of the Department.

Outreach

Commerce will continue to support Executive Order 12900, the White House Initiative on Educational Excellence for Hispanic Americans. The Bureau of Equal Employment Opportunity (EEO) and Human Resources (OHR) office will identify Hispanic Serving Institutions (HSIs) of Higher Education that have curricula supporting the primary occupations of Commerce and develop long-term partnerships with these institutions.

OCR and OHRM will establish recruiting teams to work with HSIs and Hispanic interest groups. Recruitment teams will consist of Commerce representatives with broad-based expertise and possess detailed knowledge of the mission of Commerce. Recruitment teams will visit HSIs for on-site outreach/recruitment efforts.

Commerce will continue outreach efforts with Hispanic groups/organizations such as the National Association of Hispanic Publications, Society for Advancement of Chicanos and Native Americans in Science, and the like.

Career Development

Commerce managers will establish an applicant pool of Hispanic candidates for promotions to higher grades by seeking to increase the number of selections for GS-12 and GS-13 positions. Managers will emphasize recruitment to increase the number of Hispanic applicants, both internal and external. The use of non-traditional recruitment sources should be explored in an effort to yield Hispanic applicants.

Commerce managers will use internal career development programs to ensure that Hispanic employees receive full consideration for opportunities to enhance leadership skills and for career advancement.

OCR will establish a Mentoring Program aimed at self-development and improved technical and leadership skills for Hispanic Commerce employees.

Additional Initiatives

OCR will establish an advisory council of Hispanic employees to provide ongoing advice and assistance on recruitment, promotion, and other issues. The advisory council will consist of senior level Hispanic Commerce employees and representatives from the Commerce organization of Hispanic employees.

OCR will sponsor a summit meeting of senior Hispanic employees to discuss their views and ideas for increasing the number of Hispanics at Commerce. The Department of Commerce Hispanic Summit will produce, for the Secretary and Deputy Secretary, a working document that will outline the role of senior Commerce Hispanic employees in the recruitment, outreach, retention and career development of Hispanics.

EEO offices at the Patent and Trademark Office, Census Bureau, National Institute of Standards and Technology and the National Oceanic and Atmospheric Administration will establish and recruit from all sources full-time Hispanic employment program managers. In addition, EEO Offices will designate one employee in areas where Commerce does not have a high concentration of employees to serve as Hispanic employment program managers on a collateral duty basis.

OCR, in conjunction with OHRM, will develop a resource guide to assist supervisors and managers in the recruitment of Hispanics to the Department and career development of Hispanics at Commerce.

Accountability and Reporting

The announcement and presentation of this initiative will form the centerpiece of an executive management team meeting, where the secretary will present the business case for the initiative. Members of the executive management team, in coordination with OHRM and OCR, will direct staff to implement action items outlined in this initiative. OCR and OHRM will meet with bureau heads or their designee to discuss the implementation of this plan of action and the Office of Personnel Management's Nine-Point Plan on Hispanic Employment Initiatives.

The secretary and the deputy secretary will, through a series of community meetings with Hispanic leaders, continue to articulate support for increasing Commerce's Hispanic workforce. This includes quarterly reviews by the secretary and the deputy secretary and their executive staffs of year-to-date recruitment and hiring figures.

Commerce will ensure that managers' and supervisors' performance standards include specific language related to diversity recruitment and career development.

OCR and/or OHRM will provide departmental leadership with reports that monitor the progress on this action item. EEO Offices and/or OHRS will do likewise for bureau management officials.

Commerce will recognize managers and supervisors who are exemplary in their efforts to recruit, hire, and promote a diverse work force, including Hispanics.

EEO/OHRS offices will attach an EEO profile of all employees at the specific grade and job series to each merit promotion package to inform selecting officials of possible imbalances.

- **POINT OF CONTACT**

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DEPARTMENT OF DEFENSE (DOD)

FY1998 Annual Performance Report Summary

- **EXEMPLARY PROGRAMS/ACTIVITIES**
- **PROGRAMS/ACTIVITIES**

DoD continues its partnership with the Hispanic Association of Colleges and Universities (HACU) to address the education and employment of Hispanics and support to Hispanic Serving Institutions (HSIs).

> A DoD/HACU Partnership Task Group was established to implement the objectives of the partnership agreement. The task group works on initiatives concerning faculty exchange programs, distribution of surplus DoD property, student intern programs, loaned executives on non-reimbursable assignments, and contracts to HACU member institutions through HACU Task Group Members.

The Defense Activity for Non-Traditional Education Support (DANTES) Programs support participation by service members in voluntary education programs to include distance learning, college credit by examination program, the General Equivalency Diploma (GED) testing program, professional certification, and other related programs. The following DANTES programs support Hispanic American participation:

> --Service Members Opportunity College (SOC): 104 Hispanic Serving Institutions (HSIs) are members of the SOC.
>
> --Army Recruiting Command's Concurrent Admissions Program consults with HACU members to develop strategies to attract Army recruits. Brochures have been developed in Spanish to provide information on the program and the Army's education benefits.

The DoD Minority Institution Program was established and implemented in accordance with Presidential Executive Orders 12876, 12900 (Hispanic education), and 13021. The program seeks to enhance the participation of minority institutions in DoD contracts, subcontracts, grants, and other transactions supporting DoD programs and initiatives.

- **CONTRIBUTIONS TO HISPANIC SERVING INSTITUTIONS (HSIs)**

Total awards to HSIs for: Research and Development, Program Evaluation, Training, Facilities and Equipment, Fellowships, Recruitment and IPAs, Student and Tuition Assistance, Scholarship, Administrative/Research, Infrastructure

	Awards to Institutions of Higher Education (IHEs)	Awards to IHEs for Hispanic Activities	Awards to HSIs	Awards to HSIs as a % of total Awards to IHEs
TOTAL	**$1,828,392,680**	**no data reported**	**$45,463,185**	**2.5%**

The Defense Manpower Data Center collects data on DoD grants and contracts to colleges and universities as well as data on students in college R.O.T.C. programs. DoD is working to obtain such data on HSIs and Hispanic participation in R.O.T.C. programs, scholarships and military academies.

- **EMPLOYMENT OF HISPANICS**

In DoD's civilian workforce, including Army, Navy, and Air Force and other DoD personnel, Hispanics represent 4.3 percent (3,490 out of 81,041) of career employees and 5.2 percent (312 out of 5,946) of non-career employees.

In FY97, 77 Hispanic scholars were hired for the Navy Scholarship Program, an intern program for outstanding graduate students in engineering and acquisition.

Military Employment

The number of training episodes for Hispanics in active service rose by 36 percent, from 66,000 in 1992 to 89,000 in 1998. (A training episode is one person attending and graduating from a formal DoD service school course, regardless of duration.)

- **FUTURE INVESTMENTS**

DoD, including the Army, Navy, and Air Force, will undertake the following activities in FY99 and FY00:

DoD will continue to work with the Civilian Personnel Management Service to ensure that training data on civilian employees is built into the modern personnel data system.

DoD will continue to work with the Defense Manpower Data Center to develop data collection and reporting of grants and contract information, ROTC enrollment and scholarship information, and appropriate Military Academies.

DoD will continue to ensure implementation of the existing DoD/HACU partnership agreement and revise it to meet future needs of both parties.

The Department of the Army will increase the number of comprehensive research centers located at HSIs; increase the number of HSIs participating in the Army's research programs, especially smaller institutions; expand the number of opportunities available to HSIs in the areas of training, education, and professional, administrative, and management support services.

The Defense Intelligence Agency (DIA) plans to hold a Collegiate Information Exchange Summit to provide opportunities to network. A number of colleges and universities, including HSIs, will be invited to attend and their presidents will be invited to participate at conferences or meetings related to Hispanic issues.

- **POINT OF CONTACT**

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- **EXEMPLARY PROGRAMS ACTIVITIES**

The Department of Education, under the leadership of the Office of Intergovernmental and Interagency Affairs (OIIA), developed an Hispanic information outreach plan to provide high-quality information and resources that encourage family involvement and community partnerships. The outreach plan supports improvements in the educational achievement of Hispanic students and focuses on reading, math, and college readiness.

The plan includes:

--A national public information campaign in coordination with Univision, a national Spanish television network. Univision will produce public service announcements on educational excellence and provide information on the resources available from the Department of Education and local community organizations.

--The America Reads Challenge and America Counts initiative, in partnership with the Office of Educational Research and Improvement., developed a variety of materials (for example, *El Reto: A leer America! A Leer y Escribir ya! - Read*Write*Now Activity Kits, Como Ayudar a Su Hijo a Aprender Matematicas*) to encourage Spanish-speaking parents and care-givers to become more actively involved in their children's early learning.

--Production of a catalog of publications and resources available in Spanish. The catalog, which highlights the array of materials produced across the Department of Education, is available in Spanish and is being distributed through a variety of venues.

- **PROGRAMS/ACTIVITIES**

Programs Focusing on Children and Families

Migrant Even Start Programs, authorized under Title I of the Elementary and Secondary Education Act (ESEA), integrate early childhood education, adult literacy and adult basic education, and parenting education into a coherent family literacy model. Projects focus on school readiness and are directly funded to serve the migrant, largely Hispanic, families that are most in need.

The Department of Education is working to engage community organizations, particularly those serving large numbers of Latinos, to support high-quality implementation of grant programs, like the Reading Excellence Act. Staff from the Office of Bilingual Education and Minority Languages Affairs (OBEMLA) and the Office of Elementary and Secondary Education (OESE) are working to develop resources, particularly a research summary and bibliography on teaching reading to second language learners. This information is designed to support the development of competitive applications for districts and community-based organizations serving high concentrations of limited English proficient and Hispanic students.

Including All Students in State and Local Assessment and Accountability Systems

In order support the appropriate inclusion of limited English proficient (LEP) students in statewide testing systems, the Department will issue guidance to state and local directors and testing coordinators on Title I requirements for the inclusion of LEP students in assessments "to the extent practicable". In response to growing concerns about the manner in which LEP students are included in state assessment systems, as well as the extent to which these systems measure and hold schools accountable for student performance, OESE is leading a Department-wide effort to provide clear information on the topic.

The Department, through the Office of Educational Research and Improvement (OERI), will continue to support the development of an assessment toolkit for the inclusion of LEP students in large-scale testing. The testing toolkit will support state and local efforts to improve the quality, accuracy, and inclusion of LEP students in assessments.

Finally, the Office for Civil Rights (OCR) is currently developing a guide for parents, students, teachers, school administrators and policymakers on the civil rights requirements that apply to high-stakes tests, for instance, tests whose results are used to make placement, promotion, and graduation decisions. *Nondiscrimination in High-Stakes Testing: A Resource Guide* addresses testing issues pursuant to Title VI of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act o0f 1973, the Individuals with Disabilities Education Act, and Title II of the Americans with Disabilities Act of 1990.

Supporting Access to Postsecondary Education and Lifelong Learning

TRIO Programs (Student Support Services, Upward Bound, Talent Search, Educational Opportunity Centers, and McNair Post-baccalauerate) provide educational outreach designed to motivate and support students from disadvantaged backgrounds, including Hispanics, through the academic pipeline from middle school to post-baccalaureate programs. Hispanic students represent approximately 15 percent of all students served by TRIO programs.

The Office of Vocational and Adult Education (OVAE) is preparing application materials and guidance for adult education national activities that would support model adult English literacy demonstrations. Under the initiative, community-based organizations, local educational agencies, tribally controlled schools, colleges (including community colleges), libraries, and other non-profits (such as community-based organizations and churches) will compete for funds to build capacity and improve implementation of adult education and citizenship programs targeted to individuals with limited English proficiency.

OVAE continues to support special demonstration projects that foster the development and dissemination of a variety of tools for teaching English to adults (for example, *ESL for the Family Curriculum Guide*, developed to serve Hispanic parents and their children in rural Oregon; *Immigration Stress: Families in Crisis*, a resource guide designed to assist teachers of English for speakers of other languages, for use in Florida; and *I Don't Speak English...But I Understand You*, a manual to improve speaking, writing, reading and listening skills for Hispanics in a community-based ESL program developed by the Center for Literacy in Philadelphia).

Research and Technical Assistance

Across all programs, the Department of Education is continuing its efforts to improve customer service and program implementation, including providing valuable information and technical support that responds to the changing needs of educators at all levels. For example:

The Educational Resources Information Clearinghouse (ERIC) includes numerous studies, reports and analyses on Hispanic American education. The ERIC National Clearinghouse on Reading disseminates a series of booklets in both English and Spanish to help parents provide academic support for their children.

The OERI-funded National Center for Education Statistics (NCES) in coordination with other agencies (Census Bureau and others), is collecting significant demographic information and general performance data via the National Assessment of Educational Progress (NAEP) and the National Assessment of Adult Literacy (NAAL) that describe the educational needs of Hispanic students.

Two NCES longitudinal studies, "Beginning Postsecondary Students Survey" and the "Baccalaureate and Beyond Project" offer data on Hispanic students' progress towards postsecondary education

The National Center for the Study of Adult Learning and Literacy is conducting the Adult Diagnostic Reading Study which is designed to provide a practical diagnostic portrait of the reading strengths and needs of adult basic education students. Through the assessment of Spanish reading skills as well as English, there is special emphasis on Spanish speaking populations.

National surveys and studies, such as the National School to Work Evaluation and the Local Partnership Survey, continue to provide current data on the number of Hispanic and LEP students served through school-to-work efforts.

OVAE maintains the National/State Comparative Profiles of the State-Administered Adult Education and Literacy Programs which include statistical reports on program participation by educational functioning level, population group, and sex. Data on Hispanic participation in programs are included. Trends in enrollment show the number of Hispanic students enrolling in adult education programs across the nation. These enrollments exceeded 1.5 million in 1996, an increase of more than 50 percent since 1988.

- **CONTRIBUTIONS TO HISPANIC SERVING INSTITUTIONS (HSIs)**

The Strengthening Hispanic Serving Institutions (HSIs) program assists institutions that serve large numbers of Hispanic students. In FY98, the HSI program was funded at $12 million and supported 37 HSIs enrolling approximately 120,000 Hispanic students.

- **EMPLOYMENT OF HISPANICS**

At the Department of Education, Hispanics represent 4.1 percent (152 out of 3,630) of career employees and 7.5 percent (11 out of 146) non-career employees.

In FY98, Hispanics made up 25 (9 percent) of the 276 new hires compared to 5.2 percent in FY97.

The Office of Management is working with OIIA, and other offices in the agency, to identify, develop, evaluate, and implement various options for improving the representation of Hispanic employees in the Department of Education.

- **FUTURE INVESTMENTS**

The Department of Education will undertake the following activities in FY99 and FY00:

The Department will study Title I schools with large concentrations of LEP students. The National Longitudinal Survey of Schools includes a complementary assessment of Title I which will include a study of the impact on and nature of services to LEP students. (Schools with high concentrations of LEP, migrant, and Native American students will be over-sampled in the data collection.) The sample includes 1,400 schools to be studied over three years. Year one data have been collected, and the first report is due in early 2000.

The Department will analyze its data collection and analysis efforts by developing a profile of data resources related to Hispanic and limited English proficient students. The Department-wide profile on assessing and improving data collection on Hispanic and LEP students is being developed through the Clearinghouse on Bilingual Education. The profiles will catalog data collection instruments for each program and principal office in the Department. The final report will describe the data being collected regarding both Hispanics and LEP students, identify gaps in data collection, and make recommendations for future data collection and evaluation efforts.

- **POINT OF CONTACT**

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- **EXEMPLARY PROGRAMS/ACTIVITIES**

First issued in June 1996, DOE's Hispanic Outreach Initiative (HOI) was developed to enhance the Department's ability to carry out its vital mission by creating an atmosphere that addresses the needs of the Latino community. Since then, DOE's HOI has worked to examine and develop effective strategies in support of increased educational, employment, and business support to the Latino community. DOE's FY98 Annual Performance Report reflects its success in accomplishing the goals outlined in the initiative.

DOE's Hispanic Collaborative for Research and Education in Science and Technology (HiCREST) involves Hispanic Serving Institutions (HSIs) in Puerto Rico, New Mexico, and Texas, along with seven DOE national laboratories. The goals are to increase participation of HiCREST universities and faculty in national research and development enterprises; enhance the capability of Hispanic students to succeed in science and technology careers; and position DOE to be a leader in developing the nation's Hispanic science and technology workforce. HiCREST provides for a seamless educational experience that begins in the K-12 grade levels.

DOE awarded a three-year grant to the Educational Consortium for Environmental Protection (CEPA), a consortium of HSIs in Puerto Rico and the United States The grant is designed to enhance institutional development by DOE national laboratory scientists. DOE scientists travel to participating institutions to assist with faculty, student and curriculum development, and provide opportunities for visiting faculty and students to participate in ongoing environmental research.

DOE has a Bilingual Engineering Program for capacity building of community colleges by four-year research institutions in the area of bilingual engineering. Turabo University, part of the Ana G. Mendez System of Puerto Rico, will partner with community colleges in New York, Texas, New Mexico, and Illinois to assist them in developing future engineers with the capability to compete more effectively in the global marketplace by using their cultural and linguistic advantages.

- **PROGRAMS/ACTIVITIES**

DOE developed a database of Hispanic organizations and points of contact. DOE will distribute the database throughout the Department.

DOE amended procurement regulations to require each management and operating contractor to file a plan outlining approaches for promoting diversity through community involvement and outreach, economic development, educational outreach, subcontracting, and the contractor's workforce. Plans will be reviewed on an annual basis during the period of performance fee reviews to encourage contractors to provide greater opportunities for small, minority, and women-owned businesses. This will affect more than 80 percent of DOE's procurement dollars.

DOE initiated the following activities to increase diversity in contracting:

--DOE Nevada Operations office participates in the annual Small Business Administration and minority business fairs.

--DOE held its first Hispanic Business Opportunities Conference.

--DOE held the Small Business Outreach conference in Oakland, California, with a focus on contracting opportunities for the Hispanic Business community.

DOE incorporated diversity policy statements in all DOE corporate documents, including its strategic plan and each of the secretary's performance agreements with the president.

DOE continued to support the Federal Information Exchange/Minority On-Line Information System (MOLIS).

- **CONTRIBUTIONS TO HISPANIC SERVING INSTITUTIONS (HSIs)**

Total awards to HSIs for: Research and Development, Program Evaluation, Training, Facilities and Equipment, Fellowships, Recruitment and IPAs, Student and Tuition Assistance, Scholarship, Administrative/Research, Infrastructure

	Awards to Institutions of Higher Education (IHEs)	Awards to IHEs for Hispanic Activities	Awards to HSIs	Awards to HSIs as a % of total awards to IHEs
TOTAL	**$700,000,000**	**$45,000,000**	**$38,000,000**	**5.4%**

DOE hosted a Minority Serving Institution Technical Assistance Workshop at Florida International University. Twelve HSIs attended the workshop.

DOE co-sponsored a technical assistance workshop with the National Aeronautics Space Administration and the White House Initiative on Educational Excellence for Hispanic Americans for HSIs at San Jose State University. One hundred-twenty HSIs were invited to participate. The workshop focused on proposal and project development, successful research and development collaborations, and laboratory opportunities for faculty and students.

- **EMPLOYMENT OF HISPANICS**

At DOE, Hispanics represent 5.4 percent (798 of out 14,619) of career employees and 11.3 percent (12 out of 106) of non-career employees.

DOE increased Hispanic employment by 100 employees, nearly all of whom are GS 13 through 15 or Senior Executive Service.

DOE's Office of Fossil Energy Hispanic Intern Program provides Hispanic American science and engineering students the opportunity to serve in entry-level positions. Five students were involved in the program at the time of reporting.

In June 1998, DOE hosted the Hispanic Federal Executive Summit. The one-day event challenged career and non-career Hispanic Senior Executives from across the United States to come together and develop action plans for increasing the number of Hispanics in the federal Senior Executive Service.

- **FUTURE INVESTMENTS**

DOE *will continue to implement the education, employment, and business goals identified in its Hispanic Outreach Initiative in FY99 and FY00.*

FY99 PROGRAMS

DOE's Energy Research Laboratory Undergraduate Fellowships enables students to focus their research interests on solving current scientific problems and prepares them for meeting the challenge of future energy science missions requirements. Science and engineering students will work side-by-side with world-class scientists located at DOE National Laboratories. With this program, DOE will work to expand outreach to women and minorities, particularly young Hispanic scientists and engineers.

DOE's Community College Initiative is designed to reach out to students who normally would not be given an opportunity to work in premier DOE National Laboratories. The initiative is developed in partnership with the American Association of Community Colleges.

The pilot project of the Initiative will be the formation of the Institute of Biotechnology, Environmental Science, and Computing for Community Colleges. The Institute will provide educational training and research experience for highly motivated community college students. The Initiative also seeks to strengthen the infrastructure of educational institutions that support Hispanic students.

DOE will develop a comprehensive plan that is part of its Workforce 21 Initiative to address workforce diversity and Hispanic underemployment.

The plan will address:

> --Accountability: Senior managers will be evaluated annually on their performance to improve their office's diversity. Specific goals will be set for different organizations.
>
> --Opportunities for current employees: Current DOE Hispanic employees will be offered training and development that provides opportunities for advancement; and personnel offices will provide succession planning initiatives that make full use of current talents and resources.

--Outreach, recruitment, selection, and hiring: Program offices and other Departmental organizations will provide specific plans designed to improve their success in attracting and hiring new Hispanic employees.

- **POINT OF CONTACT**

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- **EXEMPLARY PROGRAMS/ACTIVITIES**

HHS launched the Hispanic Agenda for Action that addresses health status and access, customer service, data and research, and employment within HHS. This initiative focuses on the need to enhance the organizational capacity of HHS to serve the customer needs of Hispanics and to address the underrepresentation of Hispanics employed at HHS.

- **PROGRAMS/ACTIVITIES**

Enacted in 1997, the Children's Health Insurance Program (CHIP) allots $24 billion over five years for individual states to provide new health coverage for millions of uninsured children. CHIP is the largest new investment in children's health care since the creation of Medicaid in 1965. Approximately 29 percent of Hispanic children in America are uninsured.

HHS is making special efforts to reach Latino families and insure Hispanic children.

Efforts include:

--Making the CHIP application available in both Spanish and English in Florida.

--Showing a video about CHIP, produced in part by the Univision network, to help reach the Hispanic population nationally.

--Funding by the Office on Minority Health of the Latino Children's Health Insurance Initiative (LCHII) which conducts training seminars within the Latino community on the availability of health insurance for low-income families; increasing Latino children's enrollment in CHIP; and giving the community a role in CHIP recruitment.

--Enrolling Hispanic children in the New York CHIP program through a collaborative comprising New York State, the Children's Defense Fund, Columbia University, and the community organization Alianza Dominicana.

Administration on Children and Families (ACF)

Head Start provides comprehensive developmental services to millions of low-income preschool children and their families. During the Clinton administration, Hispanic enrollment has increased by 70,000 and at a rate nearly twice as fast as non-Hispanic enrollment.

--Since fiscal year 1992, Hispanic enrollment (excluding Puerto Rico) has increased 62 percent while non-Hispanic enrollment has increased 27 percent.

--Of the estimated 822,000 children who were enrolled in Head Start in 1998, 26 percent were of Hispanic origin.

The Head Start Bureau seeks to ensure that Hispanic children have fair and equitable access to Head Start services and that Head Start services meet the cultural and linguistic needs of Hispanic children and families.

The Migrant Head Start Program provides services identical to Head Start but tailors them to the needs of migrant farm worker families. This program serves infants, toddlers, and pre-school-age children so that they will not have to be cared for in the fields or left in the care of very young siblings while parents are working. Infants as young as six weeks are served. In fiscal year 1998, Migrant Head Start was funded at $162 million and serving 37,000 children.

ACF sponsored a symposium on Domestic Violence in the Hispanic Community in an ongoing effort to prevent and eliminate domestic violence and provide information on services for domestic violence victims within the Hispanic community.

ACF will work with Texas Instruments Education Foundation to build an early childhood health service center in a highly populated Hispanic area of Dallas.

Health Care Financing Administration (HCFA)

HCFA created a Hispanic Research Grant Program to encourage new Hispanic health service researchers to pursue research issues that affect the Medicare and Medicaid programs; support outside research in health service; and increase the pool of Hispanic researchers available to carry out research activities.

HCFA hosted a Data Users Conference that provided opportunities for Hispanic researchers to work with HCFA staff to develop a greater understanding of existing research priorities and opportunities; enhance the capacity of Hispanic researchers to participate in the broad array of HCFA program activities; and increase the Hispanic researchers' capacity to conduct health service research using HCFA data.

Health Resources and Services Administration (HRSA)

Special Projects of National Significance currently funds two demonstration projects of innovative methods of delivering care to persons with HIV infection and AIDS in South Texas. Two projects funded through this program include: Proyecto Salud y Unidad en la Familia, which seeks to optimize health and human services delivery systems in South Texas, and La Frontera: HIV and the Border/Migrant Families of South Texas, which seeks to address underserved Mexican-American migrant and seasonal farm workers.

Office of Minority Health (OMH)

OMH announced entrance into an umbrella cooperative agreement with the National Latino Children's Institute (NCLI). This will establish a broad programmatic framework in which specific projects are funded. The purpose is to assist NLCI to expand and enhance its activities aimed at improving the general welfare of Latino children throughout the country in areas such as health promotion, disease prevention, and education.

National Institute of Health (NIH)

NIH launched a Hispanic Communications Initiative that calls for the routine dissemination of health information to Hispanics using culturally and language appropriate techniques, such as the mass media (radio, television). The initiative also developed a NIH Hispanic Web site and home page, and general and ethnic print media.

As part of this initiative, NIH recruited a Hispanic bilingual coordinator and initiated an eight-page supplement of health information in *Pro Salud*, a bimonthly Spanish-language publication distributed as a free insert in Spanish-language newspapers and magazines in cities with large Hispanic populations. Fourteen institutes and centers are actively participating in this initiative.

NIH developed a Spanish-language kid's page (www.niehs.nih.gov/kidspan/kids.htm).

NIH launched the national dissemination strategy for Salud para su Corazon to address the cardiovascular health needs of the Latino community.

The National Cancer Institute is planning the National Hispanic Leadership Initiative on Cancer. The purpose of this outreach initiative is to address the cancer prevention and control needs within Hispanic communities. Goals and objectives are achieved through the establishment of cancer prevention and control coalitions; the involvement of Hispanic community leaders in Hispanic community cancer control coalitions; and the development and support of cancer control interventions and outreach activities in Hispanic communities throughout the United States and Puerto Rico.

The National Heart, Lung, and Blood Institute plans to support at least 25 new Hispanic investigators through the Research Supplements for Underrepresented Minorities.

Substance Abuse and Mental Health Services Administration (SAMHSA)

SAMHSA awarded $1.5 million in community action grants to 11 Hispanic community-based organizations in 1998. These grants support the development and implementation of exemplary prevention and treatment practices for Hispanic adults and adolescents with mental health and/or substance abuse problems, including children and adolescents with serious emotional disturbances and their families.

The Community Mental Health Services for Children and Their Families is a program for children with serious emotional disturbances and their families. The program launched a national effort to improve outreach to the Hispanic population. Outreach materials, which have been distributed to more than 900 organizations and media outlets for distribution to families, include: a free Spanish-English guide to assist families as they seek help for children with emotional and behavioral problems; and two posters called "How Are You" and How Important Is Your Mental Being."

- **CONTRIBUTIONS TO HISPANIC SERVING INSTITUTIONS (HSIs)**
  Total awards to HSIs for: Research and Development, Program Evaluation, Training, Facilities and Equipment, Fellowships, Recruitment and IPAs, Student and Tuition Assistance, Scholarship, Administrative/Research, Infrastructure

	Awards to Institutions of Higher Education (IHEs)	Awards to IHEs for Hispanic Activities	Awards to HSIs	Awards to HSIs as a % of total awards to IHEs
TOTAL	**$8,854,267,000**	**$19,645,002**	**$95,627,000**	**1.1%**

In FY98, HHS provided $102.8 million in support of HSIs for a wide variety of activities, including service projects, health professions training, biomedical research and development, tuition assistance, and fellowship and scholarship programs. This is a 20 percent increase over the 1997 projection. In addition, HHS plans to provide $15.8 million in education-related activities for Hispanic Americans. Further, HHS provided about $6.7 million in FY98 to Hispanic-Serving Health Professions Schools.

HHS adopted a 3 percent annual funding goal for HSIs.

HHS supported the development of the National Association of Hispanic Serving Health Professions Schools (NAAHSPS) as a vehicle to promote the entry of Hispanic students into health careers.

The Food and Drug Administration plans to implement a minority faculty fellows program to identify and select faculty members from HSIs for temporary employment during summer breaks and sabbaticals.

Through a cooperative agreement with the Hispanic Association of Colleges and Universities (HACU), the Office of Public Health and Science will launch a capacity-building project with a selected number of HSIs.

The Center for Substance Abuse Prevention developed the Minority Health Initiative which focuses on Minority Serving Institutions, including HSIs and Hispanic Serving Health Profession Schools (HSHPS).

- **EMPLOYMENT OF HISPANICS**

At HHS, Hispanics represent 2.9 percent (1,499 out of 51,642) of career employees and 2.9 percent (92 out of 3,144) of non-career employees.

HHS developed the Best Practices Portfolio for Recruitment and Employment Strategies for Hispanic and Other Minority Populations which is geared toward addressing the under-representation of Hispanics in its work environment.

HHS developed a report entitled *Enhancing Hispanic Representation* which will be used as a blueprint for improving the hiring and retention of Hispanics.

Through the DC Partners in Education, the National Institute of Child Health and Human Development (NICHD) staff visits Montgomery Blair High School, an institution with a large Hispanic student population, to instruct students regarding the application process for the NICHD Intramural Training Award (IRTA) summer program. Hispanic students serving as summer interns in the IRTA program are able to supplement their formal education with exposure to career opportunities in biomedical research.

HHS developed a cooperative agreement with HACU to increase faculty and student internship opportunities within HHS. HHS provided internship opportunities for 37 students from HSIs.

- **FUTURE INVESTMENTS**

HHS will undertake the following activities in FY99 and FY00:

In FY99 and FY00, HHS plans to provide $77,797,391 and $83,858,166, respectively, in support of HSIs to conduct various activities, including service projects, biomedical research, and development, health profession training, tuition assistance, and scholarship programs. HHS will increase the number of awards to Hispanic Americans via the National Health Service Corps Scholarship Program and other student tuition assistance and scholarship programs.

HHS will establish an environmental medicine and allied health internship program for Hispanic medical residents.

HHS will increase the applicant pool of Hispanic Americans for health profession schools, particularly medical schools.

HHS will encourage institutions of higher learning to build and strengthen their gerontology programs and educate their students in effective ways of serving older Americans, in particular, Hispanic Americans.

HHS will provide access to culturally appropriate educational programs and materials.

HHS will create a data source and network of mentors from the Hispanic community, including faculty at health profession schools and practicing health care providers, that will provide support to Hispanic college students throughout their academic career and entry into the health professions.

HHS will work to increase the involvement of Hispanic American graduate students in maternal and child health research activities.

HHS will develop activities with Hispanic American organizations and medical faculty to enhance the participation of Hispanic American women in the U.S. health workforce.

HHS will work to increase the number of training opportunities targeted at Hispanic American medical students and residents through the Centers for Excellence in Women's Health.

HHS will implement a process for communicating on a routine basis with Hispanic faculty, students, and organizations that represent and facilitate involvement of Hispanics in health and human service issues.

HHS will develop and expand an up-to-date Web site that provides information on the Hispanic Agenda for Action and the White House Initiative on Educational Excellence for Hispanic Americans.

HHS will launch Hispanic educational initiatives to increase the number of HACU interns within HHS and the number of Hispanic faculty and other professionals on advisory bodies and peer review committees.

HHS will provide technical assistance to Hispanic researchers to increase their ability to design and manage health services research projects.

HHS will expand the pool of investigators trained to address gaps in knowledge related to the health care of Hispanic populations and build the capacity of HSIs and HSHPS to undertake health services research.

HHS will develop and test quality measures to address cultural competence in the delivery of care to Hispanic populations.

HHS will use linguistically and culturally appropriate early childhood development approaches and create an environment of acceptance that supports and respects culture, language, and ethnicity in all Head Start programs.

HHS will encourage local Head Start grantees to reach underserved populations, including Hispanics, as they develop plans to expand Head Start enrollment and support current programs that need to serve new Hispanic populations within their communities.

HHS will assist health profession schools to support programs of excellence in health education for Hispanic individuals in allopathic and osteopathic medicine, dentistry, and pharmacy in order to strengthen the national capacity to train Hispanic students in these professions.

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- **EXEMPLARY PROGRAMS/ACTIVITIES**

The Youthbuild program offers young adults, ages 16 to 24, the opportunity to gain leadership skills, earn a high school diploma or GED, learn a valuable trade, and provide much-needed housing to families nationwide.

More than $170 million in grants have been made under Youthbuild since its inception in 1993, enabling over 7,800 young people to take part in building or rehabilitating more than 3,650 houses and apartment units in their communities. Of the 7,800 youths served by Youthbuild, an estimated 1,170 are Hispanic.

Campus of Learners is an initiative designed to provide public housing residents with an opportunity to live in a college-like setting that is focused on learning. The initiative is part of a larger effort to transform public housing and stimulate welfare reform. Local public housing authorities raise money from private and public partners to fund the initiative. The Campus of Learners designation enhances the public housing authorities' (PHA) ability to set up creative partnerships with local schools, vocational centers, community colleges, universities and corporations.

The program's 25 nationwide complexes offer academic classes, job training, and computer classes for adults, youth, and teens. PHAs designated for the program work closely with local school districts to develop curricula, strengthen parent-teacher relationships, establish after school activities, create educational classes, and encourage parental involvement. Campuses draw on the resources of the universities, vocational or technical institutes, and colleges through the creation of specialized education and technology classes. Finally, the business community and other private partners provide mentoring for children and adults, telecommunications resources, apprenticeship programs for youth, job training and employment opportunities for adults.

The first 25 sites were announced on September 27, 1996. A number of these housing developments serve a large proportion of Hispanic residents. For example, 91.4 percent of the residents in East Los Angeles' Nueva Maravilla housing development, and 70 percent of the residents in San Diego's Vista de Valle housing development are Hispanic.

- **PROGRAMS/ACTIVITIES**

HUD has increased its efforts to raise the Latino community's awareness about its programs and the rights of Latinos under the Fair Housing Act through the following activities:

--Briefings by senior HUD officials in Spanish with Hispanic media (Univision, Telemundo, Latino newspapers, radio)

--Translation of HUD publications and forms into Spanish

--Partnerships with Latino advocacy organizations to examine existing outreach strategies to improve Hispanic awareness of housing and community development activities and programs

HUD staff nationwide have attended both national and local Latino conferences and workshops hosted by organizations including the League of United Latin American Citizens (LULAC), the National Council of La Raza (NCLR), and the U.S. Hispanic Leadership Conference (USHLC), providing training, counseling, and consultative services. Assistant Secretary Cuomo and HUD Assistant Secretaries have met with numerous Hispanic leaders across the country in an effort to educate and promote increased home ownership among Hispanic American communities.

HUD is making every effort to ensure that new publications containing fair housing information are translated into Spanish, available on the HUD Web site, and through HUD's Toll-Free Bilingual Housing Discrimination Hotline. The Fair Housing and Equal Opportunity (FHEO) office has also been working closely with HUD's new cadre of Community Builders to increase FHEO's outreach, informing individuals of their rights under the Fair Housing Act, answering questions and providing information regarding the complaint process and the availability of competitive grants.

Other examples of HUD's outreach efforts to the Hispanic community include:

--Appointing, by HUD state offices, official liaisons to organizations serving the Hispanic community.

--Proactively encouraging Spanish-speaking staff members of FHEO to participate in community activities and assist with any questions or fair housing complaints from the general public.

--Providing technical assistance to Hispanic community and national organizations for designing workshops and targeting them to the Hispanic community and being responsive to requests from the Hispanic community.

--Providing significant amounts of HUD staff time to raise funds for Hispanic youth scholarships.

FHEO has been working to provide technical assistance to a number of Latino communities. Highlights of this work include:

--Nueva Esperanza, Inc. (New Hope) is a community development corporation (CDC) based in one of the poorest neighborhoods of Holyoke, Massachusetts. The focus is to increase affordable rental housing in this community through Section 8 and several tax credit projects. Nueva Esperanza also provides critically needed social services in this impoverished neighborhood. The main social service program is Arco Iris (Rainbow), an educational and cultural training program for children and adults. In addition, a subsidiary group called

Voces de Esperanze (Voices of Hope) provides GED classes, day care, tenant counseling, and police mediators.

--HUD is working in collaboration with the Western Massachusetts Hispanic Chamber of Commerce to create the Holyoke Latino Professional Business Center, a $1.2 million project. Plans call for the renovation of a 45,000 square foot historic building in downtown Holyoke, the expansion of 20 plus businesses and the creation of 166 jobs. The Holyoke PHA is also receiving technical assistance related to its HOPE VI project in the Churchill neighborhood of Holyoke, which contains the largest percentage of Hispanics in the city along with the highest incidence of poverty and public safety issues.

Responding to HUD's goal to "reinvent" itself to better serve communities, it entered into a cooperative agreement with the National Hispanic Housing Council (NHHC) to conduct a study of Hispanic participation in federally funded housing programs. This 18-month, $310,000 study examines several HUD programs in-depth, monitors programs in six high profile metropolitan areas, analyzes key housing and demographic information, and studies the role of non-governmental housing agencies. The NHHC will report on the results of the study to HUD and other decision makers, as well as recommendations and best practices for how HUD can improve services to Latinos in several key housing activity areas.

The NHHC study will offer a comprehensive analysis of the various factors that discourage and prevent Hispanics from participating in federally funded housing programs and recommend best practices for improving HUD's service to Hispanics in the future.

The Community Builder Fellows Program enables HUD to reach out to communities and coordinate the provision of resources in a new way. Community Builders are meeting with local governments and community organizations to help them better access HUD products and services They improve customer service by serving as HUD's "front door" and single access point to the Department's programs and services, acting as facilitators of creative planning for local communities. The fellows are highly skilled professionals dispatched in all 81 of HUD's field offices and headquarters. To date, 84 Latino Community Builders (10.7 percent of total) have been hired to help communities tackle community development challenges across the country and tailor strategies to better meet local housing, economic development and home ownership needs.

As part of the national model for more responsive government, HUD's storefront offices, called HUD Next Door, are being created around the country. The storefronts are in easily accessible, consumer-friendly service centers in downtown business districts where people can walk in to get information about programs and activities. A 24-hour touch screen computer in sidewalk information kiosks provides families information in both English and Spanish.

The Joint Community Development (JCD) Program is a one-time funded program that provided three- to five-year grants of up to $2.5 million to five universities that formed partnerships with their communities and local governments to address local community revitalization needs.

--Two JCD program projects focused on the Hispanic community. The University of Illinois-Chicago program included renovation of a building in the Pilsen neighborhood in Chicago to be used for arts-based vocational programming. Subsequent to the renovation, the program assisted in developing culturally based programs for neighborhood residents through partnerships with the Mexican Fine Arts Center, the Mexican Folklorico Dance Company, the Latino Experimental Theatre Company, and the Curedas Classicas. Programs included a business incubator for local artists, an arts academy for neighborhood youth, a multi-use assembly center for the community, and culturally based arts-in-education programs.

The University of California at Berkeley program, focused on the predominantly Latino Fruitvale district of Oakland, conducts commercial revitalization, environmental restoration, and park development activities in collaboration with the Spanish-Speaking Unity Council and other local organizations.

The Public Housing Drug Elimination Program (PHDEP) grants support a variety of efforts by public and Indian housing authorities to reduce or eliminate drug-related crime in public housing developments. PHDEP grants, ranging from $50,000 to $350,000 annually, help housing authorities, resident management associations, and local communities to plan and carry out a wide range of measures that combat crime and drugs, ranging from basic security activities to recreational and educational activities. PHAs can also use the grants for job training or to hire residents as security guards and drug counselors. Some groups have used drug elimination grants for special youth activities, including sports, gang prevention, Boys and Girls Clubs, and Boy Scouts and Girl Scouts.

In 1997, the four states with the largest concentrations of Hispanic Americans (California, Texas, Florida, New York) received one quarter, or $63 million, of PHDEP funds.

The Fair Housing Initiatives (FHI) helps to reduce housing discrimination in Hispanic communities throughout the nation. The FHI program provides resources for testing, counseling, outreach and investigations dealing with housing discrimination. It empowers communities and community-based organizations to identify and fight housing discrimination at the local level by forging a powerful partnership with the federal government. It has always been a FHI priority to conduct outreach to new immigrant populations. Recently, FHEO convened a civil rights summit in conjunction with its annual FHAP and FHI conferences in Kansas City. Three Hispanic organizations–League of United Latin-American Citizens (LULAC), National IMAGE, and the Coalition of Hispanic Organizations–served on the planning committee.

Applicants are encouraged to apply for HUD funding under the following categories: (1) Education and Outreach; (2) Fair Housing Organizations; (3) Private Enforcement Initiative; and (4) Administrative Enforcement Initiative. In FY 1998, HUD awarded FHIP grants to 48 private fair housing groups and organizations nationwide for a total of $15,000,000.

Following are a few examples of 1998 FHIP grantees providing significant impact for Hispanic Communities:

--Latinos United of Chicago received $100,000 to develop a comprehensive Latino suburban fair housing program that empowers Latinos to exercise their fair housing rights and to access housing of their choice. Large numbers of Latinos are moving to Chicago suburbs. Many suburban municipalities have adopted discriminatory provisions or taken exclusionary actions to discourage Latino residency in their communities. Latinos United will target six suburban communities for its fair housing initiatives of enforcement and outreach.

--Fair Housing Center of Toledo (FHCT) received $300,000 to enhance its fair housing programs and combat illegal housing practices and to affirmatively further fair housing. The FHCT will also be able to enter into partnerships with two private enforcement organizations and expand upon its existing relationships with FHAP agencies and other civic and religious organizations. The two partners, Farm Labor Research Project and La Posada, are organizations that provide multiple services for the Hispanic community. By networking with these two organizations, the FHCT will be able to educate the local Hispanic population as well as new immigrants of Hispanic descent about equal housing opportunities and the process of filing a complaint with FHCT should an act of discrimination occur.

HUD continues its leadership role in the Colonias Interagency Task Force, and as evidenced below, is committed to helping to improve living conditions in these areas.

--HUD set aside $5 million of a $25 million FY98 rural and tribal appropriation for a HUD colonias (neighborhood) initiative. The funding is providing assistance to organizations addressing the housing needs of colonias residents in rural areas, thereby enabling them to increase the stock of affordable, safe, sanitary housing in the colonias. Both non-profit and for-profit private organizations applied for funds.

--HUD's Office of University Partnerships administers the Community Outreach Partnership Center programs under which universities and colleges work in alliance with residents, organizations and local governments to address a wide range of community development needs. The program specifically identifies colonias as areas to receive support, and so far three institutions including the Texas A&M University system, the University of Texas-Pan American, and the University of Texas at Austin, have won competitive grants to work with the colonias.

- **CONTRIBUTIONS TO HISPANIC SERVING INSTITUTIONS (HSIs)**
  Total awards to HSIs for: Research and Development, Program Evaluation, Training, Facilities and Equipment, Fellowships, Recruitment and IPAs, Student and Tuition Assistance, Scholarship, Administrative/Research, Infrastructure

	Awards to Institutions of Higher Education (IHEs)	Awards to IHEs for Hispanic Activities	Awards to HSIs	Awards to HSIs as a % of total awards to IHEs
TOTAL	**$12,000,000**	**$2,300,000**	**$3,800,000**	**32%**

HUD's contributions to HSIs represent a significant increase from the $240,000 or .7 percent reported in FY96.

HUD implemented the *HSI Work-Study Program*. The program provides grants to low-income students preparing for careers in community development, administration of justice, early childhood education, and social delivery. It focuses solely on community college and targets Latino-serving schools and the populations they serve. Grants coming from this program total $3 million and will help 114 students at 13 community colleges. All students receiving grants are low-income and many are Hispanics.

- **EMPLOYMENT OF HISPANICS**

At HUD, Hispanics represent 6.5 percent (611 out of 9,355) of career employees and 7.2 percent (39 out of 539) of non-career employees.

The Community Development Work-Study Program provides fellowships, including work stipends, to minority and economically disadvantaged students in masters degree programs related to community development. In the future, annual reports will require recipients to report the number of Hispanic students participating.

- **FUTURE INVESTMENTS**

Outreach

In 1997, HUD created the Center for Community and Interfaith Partnerships to foster deeper partnerships with faith-based organizations, community organizing networks, community development corporations, and other nonprofits across the country. The Center will host a Summit of Latino Faith-Based Community Development Organizations in the fall 1999. This summit will be the first of its kind, and bring together Latino organizations from across the country.

Objectives include:

--To expand the Center's network of constituents to include Latino faith-based community development organizations, thereby diversifying participation in the Center's and HUD's programs

--To provide education and training to participating groups

--To identify, communicate, and facilitate the replication of best practices within the Latino community

--To determine research needs relevant to the practices of Latino faith-based community development organizations

--To establish a formal network of Latino faith-based and community development organizations, possibly including a newsletter and/or listserv

--To determine how the Center and HUD can better support the efforts of Latino faith-based community development organizations, and to implement a strategy along these lines

Under the U.S.-Mexico Bi-National Commission, HUD and its Mexican counterpart SEDESOL work cooperatively on housing and urban development issues of mutual interest. The agreement focuses on four areas of U.S.-Mexico cooperation: urban planning and development in the border region, metropolitan planning and administration, housing financing systems, and housing market statistics. FY99 programs will include a series of actions to help Hispanic communities on both sides of the U.S.-Mexico border work together on common problems and learn from each other.

The programs for 1999/2000 include:

> --The California-Mexico Border Conference for local officials in both nations to allow them to discuss ways to collaborate and coordinate programs to deal with regional challenges affecting the Latino community.
>
> --A Municipal Border Exchange and Cooperation Program that will encourage local officials in both nations to share information and work together on "smart growth" initiatives for communities, metropolitan financing strategies, and public participation in local planning and policy making.
>
> --The Pilot Cross-Border Urban Planning Program to promote improved communication and collaboration between sister cities along the U.S.-Mexico border. This will build on the successful efforts of Laredo, Texas, and Nuevo Laredo, Mexico, to build joint urban development plans.
>
> --An analysis of the border's impact on urban infrastructure and development in the United States and Mexico, to be undertaken with an eye towards facilitating joint planning and development.

The establishment of these projects resulted from a series of meetings in the past year in Laredo, Nuevo Laredo, and Washington, D.C. convened by the Commission's Housing and Urban Development Working Group. The meetings explored many issues including: establishing the framework for the joint planning of urban development projects; addressing urban problems including lack of affordable housing, unemployment and pollution caused by border industries; and data and statistics for housing markets and housing finance, all important issues affecting the Hispanic American community.

HUD will continue to reach out to the Hispanic community through Spanish language and Latino-targeted publications, and radio and television stations around the country. In 1999, HUD will invest over $1.14 million in over 150 Hispanic publications nationwide, including *El Diario* and *La Prensa* in New York, *La Opinion* in Los Angeles and *La Raza* in Chicago.

Through the Federal Housing Administration (FHA), HUD will also advertise in hundreds of Spanish language television and radio stations to promote housing ownership opportunities as well as other issues relating to housing and economic development. HUD's FHEO division has also widely distributed publications in Spanish that outline a person's rights under the Fair Housing Act and has established a bilingual hotline for filing housing discrimination complaints (1-800-669-9777).

Housing Development

For FY99, HUD will award $523 million for revitalization grants, and $60 million for demolition grants across the country through its HOPE VI Program, which works to revitalize distressed public housing with large minority populations through new construction and programs for residents.

For FY1999, HUD will announce approximately $25 million in grants to create jobs, spark economic development and build and improve housing in rural communities in 29 states and Puerto Rico. Local rural non-profit organizations, Native American tribes, community development corporations, state housing finance agencies, and state community development and economic development agencies are receiving capacity building support and innovative housing and economic development funds.

Because the Department recognizes the significant unmet need for housing and economic development in the colonias and in farmworker communities, applicants who propose to do work in these communities will receive special factor funding points during the competition for these funds.

Research

As part of President Clinton's One America initiative, HUD has initiated a nationwide study of discrimination in housing rentals and sales. The multi-million dollar study will investigate discrimination in as many as 60 communities and is expected to provide statistically valid national estimates of discrimination against Hispanic households. In addition, in-depth studies in communities with significant Hispanic populations will investigate specific local market practices such as steering to particular neighborhoods or differential treatment of low-income Latinos relative to their higher-income counterparts.

Support for HSIs

A new program for FY99 is the Hispanic Serving Institutions Assisting Communities. Under this initiative, 14 Hispanic-serving institutions of higher education will receive $5.6 million from HUD for two-year grants that address community development needs, with activities done in partnership with local governments and neighborhood residents. HUD will coordinate an extensive outreach campaign for this initiative and announce grant recipients in September 1999.

Employment

HUD will publish its Hispanic Employment Strategy Plan. The goal of the initiative is to increase the number of Hispanics in the workforce across the board and at all grade levels through a variety of proactive strategies.

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DEPARTMENT OF THE INTERIOR (DOI)

FY98 Annual Performance Report Summary

- **EXEMPLARY PROGRAMS/ACTIVITIES**
- **PROGRAMS/ACTIVITIES**

All DOI bureaus/agencies have supported and contributed resources to the following conferences:

Excelencia en Educación: The Role of Parents in the Education of Their Children Conference Series

In response to the challenge presented by the White House Initiative on Educational Excellence for Hispanic Americans, DOI has been a leader among federal agencies partnering with the White House Initiative in the delivery of this critically needed conference series. Interior's involvement included conducting workshops at each conference related to its high-profile K-12 programs that benefit the Latino community and providing priority funding for each conference. Programs highlighted have included: Parks as Classrooms, Earth Stewards, Gateway Education Center, Your Child is a Student Ambassador, the Dare Program and Environmental Education Programs. Plans are underway to continue DOI support for this conference series.

National Hispanic Sustainable Energy and Environmental Conference

DOI expanded its support for this one-of-a-kind conference. The conference focus is to educate the Hispanic community about environmental issues and to inform Hispanic students and environmental professionals about many career minority business and educational opportunities with the federal government, national laboratories, corporate America and state and local government. While all DOI bureaus supported the conference, substantial financial support came from the Bureau of Land Management, Bureau of Reclamation and the National Park Service, making it possible for over 250 students to participate.

Hispanic Association of Colleges and Universities (HACU) International Conference on Natural Resources and Cultural Heritage

Through the leadership of the Bureau of Land Management (BLM) and the Bureau of Reclamation, and a cooperative agreement with HACU, many DOI bureau's have played key roles in developing this conference. Three different conferences have provided students with the opportunity to network and enter into a "mentorship pipeline" that has assisted many college students in securing internship and employment opportunities throughout DOI. The international conference theme draws national and international participants from high schools, higher education, business, non-profit organizations and federal, state, and local governments.

BUREAU BY BUREAU CONTRIBUTIONS

National Park Service (NPS)

The NPS Parks as Classrooms program provides curriculum-based programs that meet the needs of local schools while providing educational opportunities for a national constituency. Parks as Classrooms is a decentralized program that encourages parks or groups of parks to work with local school districts to integrate park themes into multi-disciplinary curricula and to share those results nationally. This program is reaching increasing numbers of Hispanic students. A sampling of *Parks as Classrooms* programs with Hispanic themes are:

> Chamizal National Memorial in conjunction with other "Border Parks" (Carlsbad Caverns National Park, Big Bend National Park, Ft. Davis National Historic Site, and Amistad National Recreation Area) offers teacher workshops based on Texas curriculum units on border studies.
>
> The San Antonio Missions offers grades 4-6 programs that emphasize Hispanic culture and history.
>
> Amistad National Recreation Area is developing traveling trunks that teach about ecology and archeology and are being designed for use in both the United States and border communities in Mexico.
>
> Guadalupe Mountains National Park is developing a traveling trunks focusing on history and geology. Materials will be offered in both English and Spanish.
>
> Big Bend National Park offers educational programs to schools in both the United States and Mexico. Materials and presentations are in English and Spanish.
>
> Cabrillo National Monument, working with several parks in California, Florida, New Mexico and Arizona, is developing a Web site that focuses on early Spanish exploration. When completed, it will have widespread appeal to Hispanic and Native American students.

Bureau of Land Management (BLM)

BLM provided an Executive-on-Loan employee to HACU headquarters in San Antonio. This executive supports HACU's mission by assisting HACU in enhancing its day-to-day relationships with the federal government.

BLM provided Ricardo Dow y Anaya, associate professor at New Mexico Highlands University, with an Intergovernmental Personnel Act (IPA)/Faculty Fellowship assignment. Major accomplishments under the IPA were the establishment of the Student Ambassador Leadership

Training Development Center (SALTDC) initiative and development of BLM's HSI accomplishment reports and plans. (See Employment of Hispanics for SALTDC description.)

BLM developed a Power Point package on the Diversity Leadership Network and the Student Ambassador Leadership Training and Development Center for future presentations to federal and state partners, including the Hispanic community.

BLM provided technical assistance and advice to HACU in its effort to solicit funding from various foundations.

U.S. Geological Service (USGS)

USGS established a cooperative agreement with the University of Arizona directed by the Arizona Cooperative Fish and Wildlife Unit focused on Hispanic and Native American students at the undergraduate level. The objectives of the agreement are to assist students in completing their Bachelor of Science degree and continuing to graduate school. This support creates faculty groups and assists in employment access and graduate entrance.

- **CONTRIBUTIONS TO HISPANIC SERVING INSTITUTIONS (HSIs)**

Total awards to HSIs for: Research and Development, Program Evaluation, Training, Facilities and Equipment, Fellowships, Recruitment and IPAs, Student and Tuition Assistance, Scholarship, Administrative/Research, Infrastructure

	Awards to Institutions of Higher Education (IHEs)	Awards to IHEs for Hispanic Activities	Awards to HSIs	Awards to HSIs as a % of total awards to HSIs
TOTAL	**$29,059,337**	**$2,292,913**	**$1,942,424**	**7%**

The NPS utilized electronic mail to improve communication with HSIs and added 30 HSIs to their mailing list.

- **EMPLOYMENT OF HISPANICS**

The Diversity Internship Program provides a pipeline of students for exposure to DOI and its programs and an opportunity for DOI managers and supervisors to learn first hand the wealth of resources available through HSIs, Historically Black Colleges and Universities (HBCU), and Tribal Colleges and Universities (TCU).

The program is centrally managed by DOI's Office of Educational Partnerships in cooperation with the HACU, Minority Access, Inc., Haskell Indian Nations University, the Student Conservation Association and the Washington Center for Academic Interns. These partners recruit, screen and pay a stipend to students from their Hispanic Serving, Historically Black, and Tribal Colleges and Universities, and other institutions of higher education, respectively, to serve internships at DOI sites in the Washington, D.C. area and field locations across America.

The number of students who received valuable training and experience from the Diversity Intern Program increased from 16 in 1994 (the first year of the program) to 111 in 1998. Of the 111 total, 30 were Hispanic.

The Student Ambassador Leadership Training and Development Center (SALTDC) encompasses all levels of the educational process including community leadership and cultural preservation. Its focus is to position and promote the effective mentoring of students by students, faculty and field experts while bringing the community into the educational process. A significant outcome of the HACU 12th Annual Conference in FY 1998 was the SALTDC initiative. BLM delivered the pre-employment model training program to students and faculty participants at the conference. The SALTDC initiative is tied to BLM's HACU initiative. It includes over 30 schools representing all minority serving institutions (HSIs, TCUs, and HBCUs), as well as people with disabilities. The HSIs SALTDC student pipeline follows:

Middle School	750
High School	464
College/University	62
Interns	11
SCEP	6
Outstanding Scholar	2

The Equity Leadership Program (ELP) is an intra-agency network that moves to identify, educate, nurture and place future leaders from all ethnic groups into natural resources, agricultural sciences and related fields. The ELP presents a partnership model of cooperation and collaboration and provides a vehicle to coordinate and combine recruitment efforts by pooling funds, sharing limited resources, coordinating messages and materials, sharing ideas and strategies and developing a systematic approach. ELP partners wish to expand beyond relationships with their three bureau partners within DOI and the Department of Agriculture (USDA). This expansion would include all of DOI and USDA bureaus with offices in California, to create interdepartmental initiatives. This vision creates new links with a consortium of governmental agencies and private entities interested in working towards the stated purpose and goal of equity leadership.

In cooperation with the Office of Personnel Management, DOI provided funds for four employment kiosks located on the campuses of: University of Puerto Rico at Mayquez; New Mexico Highlands University; University of New Mexico; and California State Polytechnic Institute.

Whenever possible, DOI advertises vacancies as "all sources" to allow applicants from any non-federal source, including students, faculty, staff, and administrators, as well as current federal employees to apply for positions in DOI, and advertises vacancies to coincide with career fairs.

DOI continues to increase its recruitment efforts at Hispanic conferences, job fairs and career fairs (for example, HACU Annual National Conference, the HACU International Conference and the National Association of Hispanic Publications Annual Career Fair). Also, full-page recruitment ads are placed annually in *Hispanic Magazine*. As a result, information about DOI employment opportunities is reaching greater numbers of Hispanics.

BLM has created Hispanic recruitment opportunities at the following conferences, workshops, seminars, and/or strategic planning sessions.

--HACU's Hispanic Leadership Forum

--HACU's 12th Annual Conference. BLM sponsored 25 students and presented HACU with a $40,000 grant for an annual $3,000 tuition assistance award to an individual Hispanic student pursuing a degree in a natural resources discipline.

--National Environmental Careers Conference

--La Llave Youth Leadership Conference (middle and high school students)

--Student Conservation Association

--DOI Diversity Intern Program

--BLM International: Camino Real Conferences, planning activities, program development

--Executive Leadership Development and Diversity Training and Recruitment Conference

--IMAGE/Hispanic Coalition

BLM contacted and supplied recruitment information and follow-up communications to over 250 students representing over 35 HSIs. This included sponsoring 63 students to conference- and career fair-related activities.

- **FUTURE INVESTMENTS**

The Department of Interior will undertake the following activities in FY99 and FY00:

DOI will launch the America's Largest Classroom initiative. The initiative will demonstrate DOI's commitment to education and employment through capacity building of educational partnerships and programs specific to DOI's mission. The four major components of America's Largest Classroom will include but not be limited to: DOI's Diversity Intern Program, DOI's Education's COOL (Education's Conservation, and Cultural Opportunity Outreach Locator), DOI's K-16 Educational Programs, and, America's Largest Classroom Annual Education Conference.

The goals of America's Largest Classroom initiative are:

--To develop new partnerships and strengthen existing ones among higher education institutions, communities, K-12 schools, and businesses in order to increase opportunities that focus on excellence for all students including students of color to enter and succeed as members of DOI's workforce

--To support coalitions that bring together diverse organizations that pool their resources to design long-term community/institutional structures and partnerships that demonstrate the ability to impact system change to complement DOI's mission

--To provide evidence that coalitions build programs that create success through DOI's education and employment pipeline

--To disseminate the impact of the efforts, as well as institutionalization and sustainability of vehicles of success

--To create an atmosphere that fosters self-respect and pride in work and achievement

--To encourage mutual transfer and sharing of scientific and cultural information and data

As part of the America's Largest Classroom initiative, DOI will convene an annual National Education Conference beginning in the fall of 2000. The conference will complement and showcase DOI bureaus' educational partnerships and programs that support, complement, and build national coalitions for the advancement of students of color. DOI's America's Largest Classroom initiative will also join the W.K. Kellogg Foundation and its commitment to coalition initiatives that promote educational excellence for Hispanics and all people of color.

A final component of the America's Largest Classroom initiative is Education's COOL (Education's Conservation and Cultural Opportunity Outreach Locator). This Internet database and communication system is near completion. A key feature of the Web database is a Diversity Register that hosts the resumes of primarily but not exclusively minority candidates interested in DOI jobs. This tool is intended to provide a pool of qualified Hispanic and other minority candidates for job opportunities at DOI. The Diversity Register will be made available in September 1999 and administered by the Office of Educational Partnerships. DOI bureau managers will be able to use the Register to identify qualified individuals for vacancies in their bureaus and offices. Other features include searchable information on DOI partner organizations, DOI and partner events, and minority higher education institutional projects sponsored by DOI grants. Education's COOL will later have the ability to track and assist in the career progression of students employed throughout DOI, present research topics for students and faculty specific to DOI skill needs, and provide information on DOI's support of K-16 educational programs.

DOI and HACU entered into a multi-year Memorandum of Understanding (MOU) intended to empower the Hispanic American community to attain educational excellence and to contribute positively to the fulfillment of DOI's mission. The MOU calls for the development of an action plan, which has been completed, with three focus areas. The MOU and respective action plans are coordinated and administered by DOI's Office of Educational Partnerships. The following are the key actions in each area:

Career and Educational Opportunities

--To increase and track the number of interns hired by DOI after graduation or hired under the Student Career Experience Program (SCEP) or Student Temporary Employment Program (STEP) and the number of SCEPs and STEPs converted to career conditional positions.

--Develop a brochure and other marketing materials to educate DOI employees and the public about the DOI Diversity Intern Program.

Outreach and Information Exchange Opportunities

--DOI and HACU will develop and implement a marketing approach for publicizing this MOU.

--Interior will develop and distribute a resource guide to educate employees about the Hispanic community and educational resources.

--DOI will collect data on the number of Hispanic National Internship Program (HNIP) interns hired under SCEP and establish a centralized plan to increase the number of HNIP participants in SCEP.

--Ensure that all HSIs are knowledgeable about the benefits of Office of Personnel Management (OPM) Educational Information Kiosks and the ECOOL Web site.

Institutional Capacity Building

--Provide IPA assignments to HACU and HACU member institutions.

--Formalize the framework of a HACU Faculty and Student Exchange Program.

--Provide capacity building and training regarding grants and fellowship opportunities for HACU member faculty, staff and students.

Other DOI/Bureau Activities

In FY99, the Bureau of Reclamation (BOR) will enter into a partnership agreement with New Mexico Highlands University, an HSI in Las Vegas, New Mexico.

A $400,000 grant will make it possible for New Mexico Highlands University's overall Natural Resources Management Program and Engineering Program to:

--develop and implement an undergraduate degree program in natural resource management with major water resources management components;

--strengthen the Bachelor of Science in Engineering (BSE) program with a curriculum relevant to Reclamation's mission and the water resources program; and

--recruit and prepare underrepresented students for careers in water resources management engineering and general sciences.

BOR plans to expand usage of the Student Career Experience Program (SCEP) over the next several years. This will not only provide more opportunities for all college-age students of diverse backgrounds; it will help the Bureau to create opportunities for students, specifically from HSIs and the Hispanic community for years to come.

Minerals Management Service (MMS)

In FY99, MMS Pacific Outer Continental Shelf Region in Camarillo, California, formally will enter into a cooperative agreement with Oxnard Community College, in its association with the MOU partnership with HACU. This agreement will accommodate a variety of programs and target a number of collaborative projects that include:

--contractual services for the development of advertising and outreach materials;

--Hispanic-staffed internships, students with disabilities internships, and other special projects including MMS computer donation;

--development of educational materials and teacher training;

--utilization of the talents of a local HACU-member community college; and

--collaboration for video production assistance from students in the HACU-Oxnard Community College Television Production Department. (The MMS used this assistance at the recent MMS-sponsored California Islands Symposium.)

MMS will enter into an agreement with New Mexico Highlands University to provide potential accountants, auditors, and computer specialists. If additional funding becomes available, MMS will conduct on-campus workshops and seminars on careers in the energy industry.

MMS will develop a College Mentor Program that will pair HSI graduates with HSI schools for the purpose of maintaining an information and operational link with the bureau, student, and school.

MMS will enter into an agreement with New Mexico Highlands University to provide potential accountants, auditors and computer specialists. If additional funding becomes available, MMS will conduct on-campus workshops and seminars on careers in the energy industry.

MMS will also develop a College Mentor Program that will pair HSI graduates with HSI schools for the purpose of maintaining an information and operational link with the bureau, student and school.

The National Parks Service (NPS) will continue to target Hispanic audiences in its recruitment efforts. The efforts will include the posting of vacancies with the professional interest groups of the American Association of Museums. In this case, the professional interest group is the Latino Network Professional Interest Committee. After the HSI mailing list is complete, they will be able to target announcements to HSIs as appropriate. NPS will also advertise in the *Affirmative Action*

Register. NPS will mail applications to minority schools, including HSIs, for diversity scholarships to attend the National Preservation Conference in Washington, D.C., in October 1999.

- **POINT OF CONTACT**

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- **EXEMPLARY PROGRAMS/ACTIVITIES**

The Office of Juvenile Justice and Delinquency Prevention's Juvenile Mentoring Program (JUMP) supports one-on-one mentoring programs for youth at risk of educational failure, dropping out of school, or involvement in delinquent activities, including gangs and drug abuse. JUMP brings together responsible adults and at-risk youth in need of positive role models.

The program promotes personal and social responsibility as well as increased participation in elementary and secondary education while discouraging the use of illegal drugs and firearms, involvement in violence, and other delinquent activity.

The following JUMP programs support Latino youth:

--Latino Mentoring Program, Family Services, Inc. in Providence, Rhode Island, links at-risk Hispanic youth from the Providence School District with mentors from the business and education community.

--Mentor Matter operates in the Washington and Union Elementary Schools in Visalia Unified School District, California. Hispanic students who are at risk for poor academic achievement and juvenile crime attend this school and live in Linnell Labor Camp, a migrant labor settlement.

--Big Sisters located in Philadelphia, Pennsylvania, serves Hispanic females ages 10-18. The program promotes self-esteem and self-confidence and highlights educational and career opportunities in an effort to prevent teen pregnancy, school dropouts, and delinquency.

--The George Gervin Youth Center in San Antonio, Texas, serves Hispanic youth in Page Middle School and Brackenridge High School. Most of these young people live in the crime-ridden Victoria Courts where approximately 34 percent of youth are dropouts and teen parents. The program introduces them to work and summer jobs and attempts to motivate them to stay in school and stay away from crime.

The Office of Justice Programs (OJP) Weed and Seed, a community-initiative, aims to prevent, control, and reduce violent crime, drug abuse, and gang activity in targeted high-crime neighborhoods across the country.

The Weed and Seed strategy involves a two-pronged approach: law enforcement agencies and prosecutors cooperate in "weeding out" criminals who participate in violent crime and drug abuse, attempting to prevent their return to the targeted area; and "seeding" brings human services to the area, encompassing prevention, intervention, treatment, and neighborhood revitalization. A community-orientated policing component bridges weeding and seeding strategies.

At each program site, the U.S. Attorney plays a central role in organizing a steering committee and bringing together the communities with other Weed and Seed participants. The U.S. Attorney also facilitates coordination of federal, state, and local law enforcement efforts. Through cooperation, sites can effectively use federal law in weeding strategies and mobilize resources for seed programs from a variety of federal agencies.

Currently, there are over 170 Weed and Seed sites around the nation. Below are some examples of educational programs that serve significant numbers of Hispanic youth.

> Phoenix, Arizona (Capitol Mall/Oakland University Park; Hispanic Population: 55 percent). Valley of the Sun YMCA implements a Future Leaders Project which provides 28 neighborhood youth ages 13-17 with job training and weekend employment opportunities. This is designed to introduce teens to a work environment and work etiquette while in turn raising their aspirations. Participants receive employment training and employment certification. The Downtown Neighborhood Learning Center (DNLC) provides basic adult education (GED), English language, computer skills, and pre-employment training.
>
> Oxnard, California (Hispanic Population 95 percent). The Tezacatlipoca Project is a culturally based college-level program providing 54 hours of Hispanic art and history from the Pre-Columbian era to the present day. The Alternative Weekend Program is geared towards third- through eighth-grade students who have disciplinary problems. Participating students must sign a contract for 30 days and must achieve perfect attendance as well as improvement in grades and skills. Barrio Productions provides training in video production. As part of the program, university students teach youngsters to write and edit scripts and produce commercials and public service announcements. Using donated material, the Build a Computer Program teaches children as young as ten the basic skills in computer construction. Students take home the built computer, and it becomes their family's property

- **PROGRAMS/ACTIVITIES**

The Office of Juvenile Justice and Delinquency Prevention Court Appointed Special Advocates (CASA) Program has volunteers that are appointed by courts to investigate, evaluate, and recommend what is in the best interest of abused and neglected children. They conduct interviews, review records, present reports and generally monitor a child's situation.

CASA activities include:

> --CASA published a manual, "Achieving Diversity" which addresses the issues of cultural competence for volunteer trainers serving Hispanic youth.

--CASA publishes information materials in Spanish and runs public awareness and volunteer recruitment messages on Spanish-speaking radio and television stations.

--Four percent of CASA volunteers and 10 percent of children served by the CASA program are Hispanic.

The Office of Juvenile Justice and Delinquency Prevention Children's Advocacy Center (CAC) targets youth who have been victims of abuse and neglect. In 1998, four program grantees began to address issues of access by Hispanic populations. Efforts have included promoting the development of bilingual resources and marketing materials and convening a symposium on cultural competence.

The Office of Juvenile Justice and Delinquency Prevention Youth for Justice Law Related Education Program (LRE) helps young people avoid delinquent behavior and develop the knowledge, skills, and attitudes of effective citizens. In 1998, the LRE program was introduced into Hispanic districts by state LRE coordinators. As part of this program, youth summits have also been conducted and have proven to be a successful tool for increasing and strengthening the partnerships between Hispanic youth and their communities.

Federal Bureau of Investigation (FBI) field offices

The Adopt-A-School program is a mentoring and educational program designed to give socio-economically disadvantaged students, including Hispanics, incentives to improve academically, to gain an understanding of good citizenship, and to learn about the role of the FBI in law enforcement and the criminal justice system. Some participating schools with large Hispanic student enrollment are: Rio Grande High School, New Mexico; Ramona Elementary School, El Paso, Texas; Luis Muñoz Marian Elementary School, San Juan, Puerto Rico; and Santa Teresa High School, San Francisco, California.

Bureau of Prisons (BOP)

BOP staff from the Federal Correctional Institution in Saffod, Arizona, partnered with the Graham County Juvenile Probation Office that serves predominantly Hispanic juveniles. BOP staff provided mentoring services and trips to Hayden, Arizona, where young Hispanics learn of the importance of staying in school and staying out of trouble. Edward James Olmos was featured in the program.

Drug Enforcement Agency (DEA)

DEA's Houston Division sponsored Good Gang Multi-Cultural Youth Summit, a one-day event to educate students (2400-3200, 80 percent minority) about the dangers of drug abuse and gang violence. This event encourages youth to stay in school.

- **CONTRIBUTIONS TO HISPANIC SERVING INSTITUTIONS (HSIs)**
  Total awards to HSIs for: Research and Development, Program Evaluation, Training, Facilities and Equipment, Fellowships, Recruitment and IPAs, Student and Tuition Assistance, Scholarship, Administrative/Research, Infrastructure

	Awards to Institutions of Higher Education (IHEs)	Awards to IHEs for Hispanic Activities	Awards to HSIs	Awards to HSIs as a % of total awards to IHEs
TOTAL	**no data reported**	**no data reported**	**$74,827**	**no data reported**

- **EMPLOYMENT OF HISPANICS**

At DOJ, Hispanics represent 12.4 percent (13,118 out of 105,374) of career employees and 3.3 percent (four out of 12) of non-career employees.

DOJ participated in a number of recruitment fairs at HSIs and conferences sponsored by national Hispanic organizations. DOJ also placed employment-related advertisements in several Hispanic publications to augment its outreach efforts.

U.S. Marshall Service (USMS) Student Career Experience Program, a cooperative education program, targets college students pursuing criminal justice or political science degrees. It is used as a recruitment tool, targeting schools with significant minority populations and women to increase diversity in the USMS workforce. The program has established agreements with John Jay School of Criminal Justice and Mercy College, both HSIs.

BOP has established and utilized a register of qualified bilingual applicants to fill correctional officer positions. Available to all BOP field offices, these registers have proven effective for reaching qualified Hispanic applicants with Spanish language skills.

BOP established cooperative education program agreements with nine HSIs. This is a student employment program whereby, when all of the program requirements are met, students may be non-competitively converted to career-conditional appointments in the competitive service within 120 days.

- **FUTURE INVESTMENTS**

DOJ will continue current programs and activities.

DOJ will support Presidential Executive Order 12999, Educational Technology: Ensuring Opportunity for All Children in the Next Century by seeking to provide surplus computer equipment to HSIs that meet qualifying criteria as well as to elementary schools that serve at-risk students, many of whom are Hispanic.

- **POINT OF CONTACT**

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DEPARTMENT OF LABOR (DOL)

FY98 Annual Performance Report Summary

- **EXEMPLARY PROGRAMS/ACTIVITIES**

DOL funds and operates 118 Job Corps centers across the country, providing residence and training to 65,000 disadvantaged young people. Sixteen percent of the young people served, or 10,400 youth, are Hispanic. The mission of Job Corps is to attract eligible young adults and teach them the skills they need to become employable and independent through intensive and fully supervised programs in educational and vocational training, work experience, physical rehabilitation and development, and counseling. Residential living, support services (including health care), nutritious meals, sports and recreation are provided.

- **PROGRAMS/ACTIVITIES**

The Employment and Training Administration's (ETA) Youth Opportunity Area Demonstration provides services to youth in high-poverty areas located in Empowerment Zones. Each program site has established a work-site learning program connecting youth to the classroom while integrating academic and vocational education, with private sector employers as partners. Participating cites include: New York, New York (50 percent Hispanic participation); Houston, Texas (47 percent Hispanic participation); Los Angeles, California (40 percent Hispanic participation).

The Pension and Welfare Benefit Administration (PWBA) serves the Hispanic community in two areas: educating Hispanics about pension, health care, and other employment benefits, and increasing the number of minority and small business employees who are covered by and participate in benefit plans. To accomplish its goals, PWBA

> --Recruits Spanish-speaking pension benefit advisors and investigators to better serve the Spanish-speaking population.
>
> --Makes available in Spanish several of it publications, including *Top Ten Ways to Beat the Clock* and *Save for Your Retirement and Women* and *Pensions*.

DOL's Transition Assistance Program provides over 8,500 Hispanic veterans with vital labor market information, individual occupational assessments, and other important information to help them move from the military to the civilian work force.

DOL's Women's Bureau co-sponsored a conference with the Hispanic Women's Network and Mountain View College (an HSI) to increase the availability of employment information to high school juniors and seniors, pregnant and parenting teens, college students and women in the community. The College and Career conference entitled Steps for Success provided information on non-traditional careers, resume writing, public speaking, financial aid and scholarship opportunities, single parent child support and custody legal issues, finding child care and other topics. Approximately 85 percent of the conference participants were Hispanics.

The Women's Bureau co-sponsored with the New Mexico Commission on the Status of Women and the Albuquerque Technical Vocational Institute (an HSI) the Women in Transition Conference. The conference promoted education, information and resources available to women in various stages of employment. Approximately 42 percent of the conference participants were Hispanic welfare recipients, low-income mothers or underemployed women.

The Women's Bureau collaborated with the Chicago Interfaith Committee on Worker Issues to print the *Worker's Rights Manual*, a resource guide that addresses basic workplace rights and contact points at federal and state agencies. The guide is used to reach out to minority, immigrants and female workers, and is available in Spanish.

The Women's Bureau collaborated with the Ohio Hispanic Coalition on its project, Ohio Hispanic Leadership Program, to assist Hispanic women in developing their leadership and networking skills. The program consists of three weekend training sessions.

The Women's Bureau promoted non-traditional employment for women through awards to two grantees that serve Hispanic women, Mi Casa Resource Center in Denver, Colorado, and the National Council of La Raza (NCLR) in Washington, DC.

The Women's Bureau co-sponsored a non-traditional career conference in Yuma, Arizona. Hispanics represented most of the 350 participants. Arizona Western College provided workshops in English and Spanish.

- **CONTRIBUTIONS TO HISPANIC SERVING INSTITUTIONS (HSIs)**
  Total awards to HSIs for: Research and Development, Program Evaluation, Training, Facilities and Equipment, Fellowships, Recruitment and IPAs, Student and Tuition Assistance, Scholarship, Administrative/Research, Infrastructure

	Awards to Institutions of Higher Education (IHEs)	Awards to IHEs for Hispanic Activities	Awards to HSIs	Awards to HSIs as a % of total awards to IHEs
TOTAL	**$10,182,768**	**no data reported**	**$978,940**	**9.6%**

The Office of Small Business Programs (OSBP) coordinates DOL's activities related to HSIs. OSBP coordinated the DOL exhibit and developed the DOL workshop at the annual Hispanic Association of Colleges and Universities (HACU) conference. Through the exhibit and workshop, OSBP provided information on DOL employment, grant, and program opportunities. OSBP also maintains a database of HSI contact information for DOL's outreach efforts.

DOL donated 91 microcomputers valued at $500 each to two HSIs, Gavilan College in Gilroy, California, and St. Augustine College in Chicago, Illinois.

- **EMPLOYMENT OF HISPANICS**

DOL officials attended numerous job fairs that target Hispanics. DOL also participated in several national Latino advocacy organization conferences such as NCLR and the National Association of Federal Hispanic Executives (NAFHE).

DOL's Hispanic Employment Program Manager, in conjunction with IMAGE, coordinated a job fair in San Diego, California. One hundred Hispanic outstanding scholars were brought to the job fair where they were interviewed by federal managers for job opportunities throughout the government.

DOL's Human Resource Center expanded its database of recruitment sources. The database has over 140 Hispanic recruitment contacts at colleges and universities, placement centers, and professional organizations.

DOL advertised job opportunities in several magazines that reach a large number of Latinos such as *Saludos Hispanos*, *Hispanic Business*, *Hispanic Times*, and *Minority Engineers*.

DOL purchased a Federal Employment Information Computer Kiosk and placed it at Bernard M. Baruch College, City University of New York (an HSI).

DOL and HACU completed five cycles as partners in the HACU National Internship Program. During FY1998, DOL hired 32 HACU interns.

The Human Resource Center developed the *Manager's Guide to Staffing Tools and Pay Flexibilities*, which provides general information on the most frequently used recruitment sources and tools. The guide includes information on the Student Career Experience Program, the Bilingual/Bicultural Certification, the Outstanding Scholar Authority, the Student Temporary Employment Program, and the Summer Program. It is expected that with this information on hand, managers will be more inclined to use the various hiring authorities available to address their agency's under-representation problems.

DOL is authorized to use an applicant background questionnaire with its job announcements. Collected data from the questionnaire will allow DOL to assess which sources are the most effective in relaying information about its job opportunities.

- **FUTURE INVESTMENTS**

DOL will undertake the following activities in FY99 and FY00:

The Department of Labor, through the ETA, will provide $1.25 billion over five years to increase long-term employment of youth ages 14-21 who live in Empowerment Zones, Enterprise Communities and high-poverty areas.

OSBP plans to participate in other HSI-related conferences, such as the College Fund's Department of Defense Historically Black Colleges and Universities/Minority Institutions technical assistance workshops. The conferences will help OSBP identify needs, interest, and capabilities of HSIs and develop effective ways to share information and increase their participation in DOL programs.

OSBP will coordinate with the Equity Research Corporation (ERC) on the development of an internship program tailored to the Department of Labor's needs and interests for consideration for next year's summer internship programs.

PWBA plans to translate into Spanish *What You Should Know about Your Pension* and plans to develop Spanish language public service announcements that emphasize the importance of saving for retirement and protecting retirement benefits.

- **POINT OF CONTACT**

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- **EXEMPLARY PROGRAMS/ACTIVITIES**

- **PROGRAMS/ACTIVITIES**

  For FY98, the Department of State focused on outreach to colleges and universities with large Hispanic enrollment and partnerships with Hispanic professional organizations to increase the number of Hispanics applying for career opportunities within the Department. (See below for **Employment of Hispanics** activities.)

- **CONTRIBUTIONS TO HISPANIC SERVING INSTITUTIONS (HSIs)**
  Total awards to HSIs for: Research and Development, Program Evaluation, Training, Facilities and Equipment, Fellowships, Recruitment and IPAs, Student and Tuition Assistance, Scholarship, Administrative/Research, Infrastructure

	Awards to Institutions of Higher Education (IHEs)	Awards to IHEs for Hispanic Activities	Awards to HSIs	Awards to HSIs as a % of total awards to IHEs
TOTAL	**$13,861,000**	**$359,800**	**$114,500**	**1%**

- **EMPLOYMENT OF HISPANICS**

  At the Department of State, Hispanics represent 3.8 percent (494 out of 12,808) civil service and foreign service employees.

  As part of their Strategic Recruitment Plan, the Department of State visited 14 HSIs. Recruitment trips included participation in career fairs, information and workshop session on career opportunities, and individual meetings with students, faculty, and administrators. These efforts, in conjunction with the Department's participation in national Hispanic association conferences (for example, National Council of La Raza, U.S. Hispanic Leadership) and placement of job advertisement in Hispanic publications (for example, *Hispanic Times, Latino Voice*), have resulted in an increase in the number Hispanics taking the Foreign Service exam and participating in Department employment programs.

  The Department of State assigned five Senior Program Service officers as Diplomats in Residence (DIRs) to HSIs. DIRs are responsible for developing and maintaining an active outreach program on behalf of the Department of State and its career opportunities.

- **FUTURE INVESTMENTS**

The Department of State will undertake the following activities in FY99 and FY00:

The Department of State will seek assignment opportunities for Senior Foreign Service Officers to serve as Diplomats in Residence at HSIs.

The Department of State will continue to advertise employment opportunities in Hispanic serving educational and professional publications.

The Department of State will continue to concentrate recruitment efforts at 15 HSIs located in Arizona, southern California, Florida, Illinois, and New York. Recruitment objectives include: (1) increasing the number of Hispanic students applying for and receiving internships; (2) increasing the number of Hispanics taking and passing the Foreign Service examination; (3) educating university faculty and administrators on programs and career opportunities; (4) informing HSIs of the availability of the appropriate Department funding opportunities via grants, contracts, and cooperative agreement.

The Department of State will increase outreach activities to Hispanic professional, educational, and community organizations. In FY99, the Department will participate and present at the annual Hispanic Association of Colleges and Universities conference in San Diego, California, the Hispanic Leadership Conference in Chicago, Illinois, and the Hispanic MBA conference in Dallas.

- **POINT OF CONTACT**

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DEPARTMENT OF TRANSPORTATION (DOT)

FY98 Annual Performance Report Summary

- **EXEMPLARY PROGRAMS/ACTIVITIES**

Sponsored by the Federal Transit Administration, the Tren Urbano University of Puerto Rico/Massachusetts Institute of Technology Professional Development Program is a laboratory for engineering, architecture, and planning students to develop professional expertise in transit planning, design, construction, operations, and management. This is a collaborative effort among the Puerto Rico Highway and Transportation Authority, the University of Puerto Rico and the Massachusetts Institute of Technology. The program began in 1994 with 10 students from the University of Puerto Rico and MIT. As of August 1998, 124 students have participated in the program, with 76 percent being Hispanics.

The Los Angeles County Metropolitan Transportation Authority (LACMTA) Career Academies Program is a Federal Transit Administration-funded joint venture program between the Los Angeles County Mass Transit Administration and the Los Angeles Unified School District in California. The Program prepares over 500 high school students for future transportation careers through academics, vocational education, and work experiences, ensuring that the type of education and training the student receives matches existing or future career skills. LACMTA offers internships to students during summer vacation or traditional school break periods. The current participating education institutions are Locke High School in the Watts Community where 47 percent of the students are Hispanic; North Hollywood High School, with 70 percent Hispanics; and Wilson High School in East Los Angles, with 90 percent Hispanics.

- **PROGRAMS/ACTIVITIES**

The Center for the Advancement of Hispanics in Science and Engineering Program Memorandum of Understanding with DOT aims to increase the participation of Hispanics in the fields of science, math, and engineering. The program provides engineering and science majors and advanced high school students with on-the job training in engineering and scientific organizations to channel them toward professional success and advancement.

- **CONTRIBUTIONS TO HISPANIC SERVING INSTITUTIONS (HSIs)**

Total awards to HSIs for: Research and Development, Program Evaluation, Training, Facilities and Equipment, Fellowships, Recruitment and IPAs, Student and Tuition Assistance, Scholarship, Administrative/Research, Infrastructure

	Awards to Institutions of Higher Education (IHEs)	Awards to IHEs for Hispanic Activities	Awards to HSIs	Awards to HSIs as a % of total awards to IHEs
TOTAL	$99,511,767	$134,113	$2,499,101	3%

Six Hispanic Serving Institutions are participating in the Office of Small and Disadvantaged Business Utilization (OSDBU) Entrepreneurial Training and Technical Assistance Program. The program focuses on providing transportation-related assistance and procurement information to small, women-owned and disadvantaged businesses in their geographic areas. The program also provides training and development to students in transportation-related fields through the use of internships, and fosters interdisciplinary opportunities for college students.

- **EMPLOYMENT OF HISPANICS**

At DOT, Hispanics represent 4.6 percent (2,894 out of 61,697) of career employees and 6.1 percent (4 out of 65) of non-career employees.

DOT increased Hispanic employment by 11 percent from FY95 to FY98.

Sponsored by the Federal Transit Administration, the Cardozo Senior High School Transportation Technology Academy provides summer employment and training opportunities in transportation to inner-city high school students and introduces them to the various careers in transportation technology. From FY94 through FY98, 85 Hispanic students participated in the program.

- **FUTURE INVESTMENTS**

DOT *will undertake the following activities in FY99 and FY00:*

DOT will expand participation by DOT organizations in HACU's National Intern Program and Hispanic Bar of the District of Columbia Intern Mentoring Program.

DOT will achieve Department-wide participation in the Center for the Advancement of Hispanics in Science and Engineering, Educating Young Engineers Program and the Federal Employment Information Touch-Screen Initiative.

DOT will continue to work toward achieving a continuous, stable source of funding to implement initiatives for Hispanic Americans and HSIs under the Garrett A. Morgan Technology and Transportation Futures Program.

DOT will establish systems to capture program, financial, and Hispanic American or HSI participation in reporting data for all initiatives contained in DOT's 1998 Federal Program Inventory.

DOT will ensure that a process is in place to guarantee the accuracy of reported information.

DOT will continue to investigate and implement initiatives to increase Hispanic employment within the Department. DOT will achieve this through educational partnering, targeted outreach activities and the development of collaborative efforts with private industry, state and local governments and interagency initiatives to increase the number of Hispanic Americans that participate in educational programs, summer internships, faculty exchanges, and other avenues.

DOT will place five Federal Employment Information Touch-Screens at minority serving institutions, three of which are HSIs.

- **POINT OF CONTACT**

Arlene A. Patel
Program Manager
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- **EXEMPLARY PROGRAMS/ACTIVITIES**

- **PROGRAMS/ACTIVITIES**

The Touch-Screen Computer Kiosk Program was designed in 1997 to provide employment information to students who do not have access to computers or the Internet. Treasury signed an agreement with the Office of Personnel Management to place 20 touch-screen computer kiosks at selected Hispanic Serving Institutions (HSIs) and Historically Black Colleges and Universities (HBCUs). Treasury selected the HSIs and the HBCUs to electronically make job and internship opportunities available to students attending postsecondary institutions with high enrollments of Hispanic and African American students. The Touch-Screen Computer Kiosk Program provides opportunities for students to find federal jobs that enhance their careers. The computer kiosks broaden federal agencies' recruitment sources for well-qualified candidates.

The Treasury/DC Partnership in Education (PIE) began in September 1995, in response to Secretary Robert Rubin's desire to support urban renewal efforts in the District of Columbia by helping to provide economic opportunity to young high school people at risk of not having equal access to professional employment. Treasury's PIE program established partnerships with three District of Columbia's schools to start career academies, a "school within a school." The academies teach the basic high school curriculum as well as an enhanced curriculum that enables students to plan and pursue their individual career goals. The PIE program provided more than 200 students with internship opportunities at the department and its bureaus between 1995 and 1998.

In the fall of 1998, Treasury's Third Career Academy and the Law and Legal Services Academy opened at Eastern High School. Treasury also sponsors the Law, Justice and Security Academy at Anacostia High School and the Business and Finance Academy at Woodrow Wilson High School. In addition, the Department provides government personnel on-site support through the Intergovernmental Personnel Act. Many employees participate as mentors, tutors, and speakers at partner schools nationwide. Presently, Treasury is working with the New York City Board of Education to explore the possibility of sponsoring a business career academy in New York, in the fall of 1999.

The PIE Technology Support Program provides computer assistance to 15 partner schools within the Washington, D.C. area. Assistance includes providing Internet accessible computers to students and technical support and Internet training to students and teachers, developing school Web pages and creating links between schools.

In partnership with Treasury bureaus, Treasury's Office of Small Business Programs actively participated in outreach activities targeting the small business community, including women-owned and minority businesses. In FY98, Treasury participated in 38 conferences throughout the country. The conferences provided small businesses with information on how to do business with

Treasury and other government agencies, access capital and credit, and refer businesses to other government agencies for assistance on business start-up. This is accomplished through one-on-one counseling at trade shows, by telephone, through email, and the like; participating in panel discussions on procurement issues; and keynote speeches by senior Treasury officials.

The National Association of Hispanic Federal Executives (NAHFE) Partnership Agreement was signed on April 21, 1998, to provide a framework for establishing a working relationship between Treasury and NAHFE in the recruitment, training, professional development, and retention of Hispanic Americans at Treasury. Hispanics are the only under-represented group employed, government-wide. This initiative provides information on recruitment, employment, and procurement to Hispanic Americans who are interested in joining Treasury's workforce at the GS-13 through SES grade levels.

- **CONTRIBUTIONS TO HISPANIC SERVING INSTITUTIONS (HSIs)**

Total awards to HSIs for: Research and Development, Program Evaluation, Training, Facilities and Equipment, Fellowships, Recruitment and IPAs, Student and Tuition Assistance, Scholarship, Administrative/Research, Infrastructure

	Awards to Institutions of Higher Education (IHEs)	Awards to IHEs for Hispanic Activities	Awards to HSIs	Awards to HSIs as a % of total awards to IHEs
TOTAL	**$3,706,139**	**$124,064**	**$611,414**	**16.5%**

Treasury's contributions to HSIs have increased from .05 percent in FY93 to 16.5 percent in FY98.

Treasury held recruitment activities at 40 HSIs.

The U.S. Customs Service gave instruction on fighting against narcotic smuggling, as well as instruction in law enforcement subjects, mentorships, and peer counseling at two HSIs (Southwestern College and Imperial Valley College in California).

- **EMPLOYMENT OF HISPANICS**

At Treasury, Hispanics represent 8 percent of all employees (percentage career and non-career data was not reported).

Since 1996, Treasury has hired 39 students from the Hispanic Association of Colleges and Universities' National Internship Program (HNIP).

Treasury developed an informational directory of government-wide, paid internship programs for postsecondary students to help those federal agencies interested in increasing their diversity. The Office of Personnel Management included this directory in June 1998 on its USAJOBS Federal Employment Information System.

Treasury signed a partnership agreement with the National Association of Hispanic Federal

Executives (NAHFE). NAHFE is a private, nonprofit professional organization made up of federal employees at grades 12 and above. Through this partnership agreement, Treasury hopes to increase Hispanic American awareness of procurement and employment opportunities at GS-13 through SES grade levels.

Treasury advertised employment vacancies by attending job fairs sponsored by Hispanic organizations and placing ads in magazines, such as *Hispanic Business*, that are widely circulated within the Hispanic community.

Treasury utilized the Luevano Consent Decree special Appointing Authorities to increase the representation of Hispanics, in FY97, by hiring 290 Hispanics under the Bilingual/Bicultural authority, and 14 under the Outstanding Scholar authority. In FY98, the U.S. Customs Service hired 116 Hispanics under the Bilingual/Bicultural authority, and five Hispanics under the Outstanding Scholar authority.

FY98 marked the fourth year that the Bureau of Engraving and Printing's Western Currency Facility participated with the Diamond Hill-Jarvis High School in the Adopt-A-School Program for Partnership in Education. Diamond Hill-Jarvis High School has about 700 students, of which approximately 85 percent are Hispanic. Twelve summer interns from this high school were assigned to work in a variety of non-production jobs at the Western Currency Facility in 1998.

- **FUTURE INVESTMENTS**

FY99 investments to HSIs

	Awards to Institutions of Higher Education (IHEs)	Awards to IHEs for Hispanic Activities	Awards to HSIs	Awards to HSIs as a % of total awards to IHEs
TOTAL	**$5,324,717**	**$102,516**	**$739,714**	**13.9%*****

***Awards to HSI's and awards to IHEs for Hispanic Activities as a percentage of total awards to IHE's: $842,230 (15.8%).

- **POINT OF CONTACT**

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DEPARTMENT OF VETERANS AFFAIRS (VA)
FY98 Annual Performance Report Summary

- **EXEMPLARY PROGRAMS/ACTIVITIES**
- **PROGRAMS/ACTIVITIES**

Veterans Health Administration is establishing partnerships with the American GI Forum and other Hispanic national organizations to facilitate improving the healthcare of Hispanic veterans.

VA and the Hispanic Association of Colleges and Universities (HACU) continue to foster supportive relationships to ensure the Hispanic community equitably participates in VA's employment and education programs and can benefit from VA's resources and services. VA has participated in and supported HACUs annual conferences. At HACU's 12th Annual Conference in October 1998, VA's Assistant Secretary for Public and Intergovernmental Affairs conducted a workshop entitled "Veterans' Education Benefits: the Montgomery GI Bill," to encourage Hispanic veterans to utilize education benefits within ten years of military separation.

- **CONTRIBUTIONS TO HISPANIC SERVING INSTITUTIONS (HSIs)**

Total awards to HSIs for: Research and Development, Program Evaluation, Training, Facilities and Equipment, Fellowships, Recruitment and IPAs, Student and Tuition Assistance, Scholarship, Administrative/Research, Infrastructure

	Awards to Institutions of Higher Education (IHEs)	Awards to IHEs for Hispanic Activities	Awards to HSIs	Awards to HSIs as a % of total awards to IHEs
TOTAL	**$1,630,922,000**	**$25,432,000**	**$365,000**	**.022%**

- **EMPLOYMENT OF HISPANICS**

At VA, Hispanics represent 5.8 percent of career employees. VA did not provide data on non-career employees.

VA purchased on-line service with the Federal Information Exchange System to advertise employment opportunities in the Veterans Affairs Recruitment Bulletin, research grants, fellowships, and other information for students and faculty at HSIs.

VA signed a partnership with the National Association of Hispanic Federal Executives (NAHFE) to improve the representation of Hispanics at the GS-13 grade level or above. VA and NAHFE officials will work to identify specific programs and initiatives that can support the goals of the agreement.

VA committed $500,000 to sponsor 50 Hispanic college students for the Summer 1998 HACU National Internship program. Sponsorship of the summer interns is an outgrowth of VA's Memorandum of Understanding with HACU. The interns will complete a variety of developmental assignments such as assisting in the preparation of audit reports, managing data bases, conducting research and preparing analyses on current economic trends, and participating in intra-agency task groups.

VA participated in targeted National Hispanic conferences and job fairs and distributed its Recruitment Bulletin which provides vacancy announcements and related information.

- **FUTURE INVESTMENTS**

VA will expand many of its existing programs and activities.

- **POINT OF CONTACT**

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UNITED STATES AGENCY FOR INTERNATIONAL DEVELOPMENT (USAID)

FY98 Annual Performance Report Summary

- **EXEMPLARY PROGRAMS/ACTIVITIES**

- **PROGRAMS/ACTIVITIES**

From FY96 to FY98, Hispanic entities and individuals have participated in USAID programs and activities in the following broad areas: research and development in agriculture, health and population, education/human resource development and private sector development. Hispanics have also participated in USAID participant training programs and fellowship programs.

USAID awarded $7.5 million to Hispanic-owned firms for research and development.

- **CONTRIBUTIONS TO HISPANIC SERVING INSTITUTIONS (HSIs)**

Total awards to HSIs for: Research and Development, Program Evaluation, Training, Facilities and Equipment, Fellowships, Recruitment and IPAs, Student and Tuition Assistance, Scholarship, Administrative/Research, Infrastructure

	Awards to Institutions of Higher Education (IHEs)	Awards to IHEs for Hispanic activities	Awards to HSIs	Awards to HSIs as a % of total awards to IHEs
TOTAL	**$502,463,300**	**$9,540,000**	**$8,842,000**	**1.75%**

In FY98, 4.3 percent or two HSIs out of 46 IHEs were prime contractors.

USAID met with the Hispanic Association of Colleges and Universities (HACU) to determine the interests, capabilities, and experience of HSIs pertaining to international development. The meeting led to a request to the College Fund/United Negro College Fund, through the USAID-funded activity, to obtain international institutional profiles from HSIs. Twenty-eight HSIs provided profiles, which are available on the USAID Web site at: www.USAID.gov/G/HCD/capstat.

- **EMPLOYMENT OF HISPANICS**

At USAID, Hispanics represent 2.1 percent (23 out of 1,078) of career employees, and 5.4 percent (three out of 55) of non-career employees.

In USAID Foreign Service, Hispanics represent 4.2 percent of career employees, and 7.1 percent of non-career employees.

Hispanics represent 5.1 percent of USAID Administratively Determined Employees.

USAID Equal Employment Opportunity Program (EOP) is in the process of revising the agency's Federal Employment Affirmative Employment Multi-year Program Plan for Women and Minorities (AEP), with focus on strengthening Hispanic employment strategies.

Specific strategies include:

--EOP will work to incorporate a revised nine-point Hispanic employment plan in the agency AEP.

--EOP will promote increased utilization of Minority Serving Institutions (MSIs) in USAID grants/contracts. EOP, in conjunction with appropriate functional managers, will set goals. EOP will monitor and report progress to appropriate offices and individuals.

--EOP will facilitate increased dissemination of both general service and foreign service employment information to HSIs and Hispanic-owned firms. EOP will monitor dissemination results and report progress to appropriate individuals.

--EOP will promote increased contact with federal Hispanic Employment Program Mangers regarding USAID grants and contract activities, and employment opportunities. EOP will monitor results of these contacts and report progress to appropriate individuals.

--EOP will measure the Federal Equal Opportunity Recruitment Program (FEORP) progress towards goal accomplishment quarterly, and project rate of execution as it relates to goals. EOP will report findings and request narrative justification where target goals are not met.

--EOP will review the FEORP reporting processes to ensure incorporation of EOP concurrence on final FEORP report.

--EOP, in conjunction with agency Human Resources Offices (HR) will plan, budget, and implement a Hispanic recruitment strategy that includes targeted contact and nationwide networking with Hispanic organizations for foreign service positions. Results of contact will be monitored and progress will be reported to appropriate individuals.

--EOP will initiate internal contact by bureaus and offices regarding agency under-representation of Hispanics in both general service and foreign service employment. EOP will set specific goals (based on Equal Employment Opportunity Commission guidance) for hiring Hispanics. EOP will communicate these goals to each bureau and office and will report goal accomplishment quarterly, project rate of execution as it relates to goals, and where appropriate, request narrative justification addressing why target goals were not met and revise plans to reach end-of-year targets.

--EOP will undertake a thorough process analysis for purposes of identifying barriers that may impact Hispanics (and other minorities). The analysis will include departures from the agency, performance ratings, as well as analysis of every phase of the New Entry Professionals (NEP) program process. This process will include professional surveys and interpretation of survey results. Those surveyed may include current and/or former agency personnel, managers, and candidates.

- **FUTURE INVESTMENTS**

USAID *will undertake the following activities in FY99 and FY00:*

USAID will continue to meet and work cooperatively with HACU representatives in the identification of the interests, capabilities and experience of legislatively defined HSIs.

USAID will continue to provide funding for the Minority On-Line Information System (MOLIS) that provides information about USAID procurement and recruitment activities to minority serving institutions, including HSIs.

USAID will work to assure that HSIs are informed of USAID fellowship and internship opportunities.

USAID will continue to explore ways in which USAID can award grants and cooperative agreements to HSIs through limited competition.

Individual USAID *Bureau Plans*

The Bureau for Global Programs (BGP) will continue current activities and increase the number of fellowships and internships available to Hispanic students.

The Bureau for Africa will attempt to identify Hispanic students who are interested in participating in its summer intern programs.

The Bureau for Europe and New Independent States (ENI) will form a Minority Serving Institution Committee (MSIs) to link MSIs with ENI assistance programs.

ENI will analyze the capacity of HSIs and will conduct an extensive search of databases and consult with HACU and other organizations to identify HSIs that have experience in the ENI region and a strong commitment to and interest in international programs.

ENI will undertake an outreach program to visit HSIs and other MSIs to give particular attention to how the ENI, HSIs, and other MSIs may cooperate.

ENI personnel will attend as many HSI and other MSI-related meetings and conferences as staff and budgetary resources will allow.

ENI training contractors will be encouraged to consider placing participants in HSIs for both long- and short-term training.

The Bureau for Latin America and the Caribbean will continue several of its activities with HSIs, Hispanic American firms, and individuals.

- **POINT OF CONTACT**

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Minority Serving Institutions Coordinator
United States Agency for International Development
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CENTRAL INTELLIGENCE AGENCY (CIA)

FY98 Annual Performance Report Summary

- **EXEMPLARY PROGRAMS/ACTIVITIES**

- **PROGRAMS/ACTIVITIES**

CIA spearheaded an Intelligence Community Joint Recruiting Effort at the 1996 and 1997 San Antonio Colleges and Universities Placement Association's annual recruitment fair. As part of this effort, CIA donated over $200,000 of electronic equipment to Harlendale High School in San Antonio, Texas, a school with over 50 percent Latino students.

- **CONTRIBUTIONS TO HISPANIC SERVING INSTITUTIONS (HSIs)**
Total awards to HSIs for: Research and Development, Program Evaluation, Training, Facilities and Equipment, Fellowships, Recruitment and IPAs, Student and Tuition Assistance, Scholarship, Administrative/Research, Infrastructure

	Awards to Institutions of Higher Education (IHEs)	Awards to IHEs for Hispanic Activities	Awards to HSIs	Awards to HSIs as a % of total awards to IHEs
TOTAL	**$11,816,000**	**no data reported**	**$100,000**	**.8%**

- **EMPLOYMENT OF HISPANICS**

At CIA, Hispanics represent 2.7 percent of career employees. (Data on the CIA workforce is classified; therefore, percentage only is provided.)

CIA new Hispanic hires increased to 5.8 percent from 4.4 percent in FY1996.

CIA Student Trainee programs continued to play an integral role in recruitment and hiring efforts. Hispanic participation in Student Trainee Programs is identified below. (new entrants in bold)

	Total	Co-op	HACU	Summer Interns	Graduate Fellows	Stokes Scholars
FY96	48	10	11	5 (**2**)	6 (**0**)	16 (**2**
FY97	58	19 (**17**)	6 (**6**)	10 (**4**)	6 (**3**)	17 (**3**)
FY98	50	22 (**4**)	4 (**4**)	7 (**0**)	7 (**2**)	10 (**0**)

*Through July 31, 1998

CIA continued to visit and participate in university career fairs to enhance its competitiveness in the job market. In FY98, CIA recruited at seven HSIs.

CIA provided sponsorship to the following professional conferences and societies:

--The Hispanic Engineering National Achievement Awards Conference
--Hispanic Association of Colleges and Universities (HACU)
--Society of Hispanic Professional Engineers (SHPE)

CIA developed advertisements intended to attract minorities, including Hispanics, and placed advertisements in such publications as the 7th Annual *Society for Hispanic Professional Engineers Career Expo, Hispanic Business, Hispanic Register, Hispanic Yearbook*, and the *MAES Engineer Society*.

- **FUTURE INVESTMENTS**

  CIA will work to expand existing programs and activities.

- **POINT OF CONTACT**

  Office of Equal Employment Opportunity
  CIA
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ENVIRONMENTAL PROTECTION AGENCY (EPA)

FY98 Annual Performance Report Summary

- **EXEMPLARY PROGRAMS/ACTIVITIES**

- **PROGRAMS/ACTIVITIES**

EPA established the U.S./Mexico Border Program called Border XXI. The program is a bi-national effort to address the environmental and public health challenges facing communities on both sides of the U.S./Mexican border. The program is made possible by several organizations including 6 federal agencies, several state agencies from Texas, California, New Mexico, and Arizona, and seven academic institutions, including two Hispanic Serving Institutions (HSIs). EPA's Border XXI program has accomplished the following:

--Formed the first ever Joint Advisory Committee for Air Quality Improvement between the United States and Mexico

--Signed "Sister City Emergency Plans" between the cities of Matamoras, Mexico, and Brownsville, Texas; and Coahuila, Mexico, and Eagle Pass, Texas. Emergency plans address international coordination requirements for responses to emergencies involving hazardous substances.

--Worked closely with hundreds of colonias to provide waste water treatment and collection systems. The program assisted over 86,000 colonia residents.

--Worked closely with the Mexican enforcement agency PROFEPA to conduct several joint-site assistance visits and provide training opportunities related to maquiladoras and other related industries. The effort also included helping maquiladora industries reduce wastewater and hazardous and non-hazardous waste.

- **CONTRIBUTIONS TO HISPANIC SERVING INSTITUTIONS (HSIs)**
  Total awards to HSIs for: Research and Development, Program Evaluation, Training, Facilities and Equipment, Fellowships, Recruitment and IPAs, Student and Tuition Assistance, Scholarship, Administrative/Research, Infrastructure

	Awards to Institutions of Higher Education (IHEs)	Awards to IHEs for Hispanic Activities	Awards to HSIs	Awards to HSIs as a % of total awards to IHEs
TOTAL	**$169,023,716**	**$3,622,721**	**$3,129,114**	**1.85%**

EPA signed a formal Memorandum of Understanding (MOU) with the Hispanic Association of Colleges and Universities (HACU) on May 2, 1997. EPA provided a $20,000 grant to support HACU's second International Conference on Natural Resources and Cultural Heritage. EPA also presented several workshops on such issues as environmental justice at the conference.

- **EMPLOYMENT OF HISPANICS**

At EPA, Hispanics represent 4.26 percent (750 out of 17,583) of career employees. No data on non-career employees was provided.

Since FY97, EPA's Hispanic workforce representation increased by nearly 10 percent. This represents the hiring of 70 additional Hispanic employees.

EPA entered a three-year cooperative agreement with the HACU's National Internship Program. Since FY97, EPA has expended $136,000 on the internship program and has employed 15 HACU interns.

EPA launched its Professional Intern Program in 1998. Hispanics represented 18 percent of the first intern class.

- **FUTURE INVESTMENTS**

EPA will develop a strategic framework to support and expand its efforts to be more responsive to the needs and priorities of the Hispanic Community. EPA's National Hispanic Outreach Strategy will be a comprehensive and multifaceted approach that addresses the following areas:

--Improving recruitment, employment, and advancement of Hispanics
--Strengthening educational partnerships
--Increasing access to economic opportunities
--Enhancing communication and interactions with the Hispanic community

EPA will augment its efforts to strengthen the capacity of HSIs by establishing new partnerships and channeling resources in appropriate ways to these institutions. The following represent specific goals for FY99 and FY00:

-- EPA will work to increase HSI participation in research grants by 50 percent and in fellowships awards by 300 percent from FY98 levels in relevant academic disciplines. EPA will accomplish this objective by targeting and improving information dissemination about grant opportunities among HSIs.

--EPA will sponsor at least one technical assistance workshop about environmentally focused grant proposals for HSIs at HACU's annual conferences.

--EPA will enter into a minimum of three new Memoranda of Understanding with HSIs to assess their needs and resources, install employment information kiosks, and disseminate information about research grants, graduate fellowships and other opportunities.

--EPA will collect data on EPA/HSI relationships to identify areas where improvement is needed as well as model practices and programs.

EPA is committed to increasing the number of potential Hispanic applicants by providing internships and fellowships to a greater number of Hispanic students. In this way, EPA will afford students at different levels of educational accomplishment the opportunity to build relationships with EPA employees and create a pool of potential employees with previous work experience within the agency. The following represent specific goals for FY99 and FY00:

--EPA will increase the number of Hispanic students who participate in internships, co-ops, and student volunteer employment programs by a minimum of 15 percent from FY98 levels. EPA will accomplish this by increasing outreach efforts to HSIs and the Hispanic students at other universities.

--EPA will increase the number of HACU interns by a minimum of 50 percent from FY 1998 levels. EPA will accomplish this by disseminating information about the intern program to EPA selecting officials more effectively.

--EPA will increase by 50 percent the number of Hispanics benefiting from fellowship and scholarship programs. EPA will accomplish this by increasing targeted outreach and capacity-building efforts to qualified students.

--EPA will establish a partnership with a Washington, D.C. high school that has a large Hispanic student population.

EPA will continue targeted recruitment of Hispanics and work to improve career development opportunities for EPA's Hispanic employees. Specific goals for FY99 and FY00 include:

--Developing a Manager's Toolkit for Hispanic Recruitment.

--Developing an agency-wide workforce development strategy and ensuring that Hispanics have the opportunity to participate equitably.

--Partnering with the Office of Personnel Management to install Federal Employment Information Kiosks at a minimum of three HSIs.

- **POINT OF CONTACT**

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GENERAL SERVICES ADMINISTRATION (GSA)

FY98 Annual Performance Report Summary

- **EXEMPLARY PROGRAMS/ACTIVITIES**

- **PROGRAMS/ACTIVITIES**

GSA's Consumer Information Center publishes *Lista de Publicaciones Federales en Español para el Consumidor.* The publication directs individuals to specific contracts at federal agencies. The information in the pamphlet is set up by categories (for example, dental, health, housing, travel, hobbies, and mental health).

GSA's Office of Enterprise Development focuses on programs, policy, and outreach to the small business community. They ensure that GSA is inclusive in its efforts to reach out to various minority groups.

- **CONTRIBUTIONS TO HISPANIC SERVING INSTITUTIONS (HSIs)**

GSA does not have the statutory authority to use appropriated funds for grants to HSIs.

GSA provided several seminars on its Surplus Property Programs to HSIs.

- **EMPLOYMENT OF HISPANICS**

At GSA, Hispanics represent 4.8 percent (577 out of 12,018) of career employees and 12 percent (four out of 33) of non-career employees.

GSA's Office of Inspector General (OIG) initiated recruitment efforts to seek talented Hispanic employees.

GSA's Pacific Rim regional office posted recruitment announcements on its Web site and on those of colleges and universities with large Hispanic enrollments.

- **FUTURE INVESTMENTS**

GSA does not have specific plans or programs for FY99 and FY00.

- **POINT OF CONTACT**

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- **EXEMPLARY PROGRAMS/ACTIVITIES**

El Ingeniero seeks to instill an interest in mathematics, science and engineering careers in Hispanic junior high students and enhance their mathematics and science skills. The program consists of two components: (1) the Summer Component and (2) the Alumni Component.

The Summer Component consists of three elements: (a) the Self-Awareness Element; (b) the Career Exploration Element; and (c) the Mathematics and Science Enrichment Element. The objectives of the Summer Component are: to reinforce the students' self-confidence, self-esteem, and positive attitudes toward the world of work; to provide the students with an introduction to the engineering occupation and its career options; and to increase the students' skills in mathematics and science.

The objectives of the Alumni Component are: (1) to reinforce alumni self-confidence, self-esteem, and positive attitudes toward school and work; (2) to maintain alumni group identity and a mutual support network dedicated to mathematics and science achievement; (3) to provide alumni with information regarding educational and career opportunities in mathematics, science, and engineering; and (4) to motivate and increase the skills of the parents of alumni in working with their children's educational concerns. The activities that have been used to accomplish these objectives include: presentations of the summer projects; alumni/parent meetings; career and guidance counseling; and summer job and internship placement assistance.

Proyecto Access is an eight-week summer mathematics-based academic enrichment program for middle school and high school students who are interested in science and engineering careers as practitioners or teachers. A majority of the participants come from minority groups underrepresented in science and engineering. The objectives of this program are the development of abstract reasoning and problem solving skills essential for success in science and engineering and awareness of opportunities in technological careers. The program is modeled after the nationally recognized twenty-one year old Texas Pre-freshman Engineering Program.

The program is conducted on the campuses of eight Hispanic-serving institutions in eight states outside of Texas. These sites are located in the following cities: Bronx, New York; Chicago, Illinois; Denver, Colorado; Jersey City, New Jersey; Las Cruces, New Mexico; Los Angeles, California; Miami, Florida; and Tucson, Arizona. Program staff members include college faculty, high school and middle school teachers and undergraduate engineering and science majors who serve as program assistant mentors. During the three summers of operation, 1,500 students have participated in Proyecto Access.

- **PROGRAMS/ACTIVITIES**

NASA created two early childhood learning communities in South Bronx, New York. The project offers very young Latino students and their parents an opportunity to gain exposure and insight into computers. Students and their parents participate in academic enrichment and motivational activities.

NASA funds the Cientificos Science Project that works to strengthen the science course offerings at the National Hispanic University, establish laboratories, promote science through community outreach, recruit Hispanic students, and prepare Hispanic scientists for scientific careers.

NASA hosted 20 workshops on Internet networking technology coupled with workshops on earth and space science. The workshops were held in New York City, impacting 35 schools with 75 percent Hispanic enrollment.

NASA held a Math/Science Awareness Day program at the Science Academy of South Texas in Mercedes, Texas. Over 600 students from three Rio Grande Valley counties participated.

- **CONTRIBUTIONS TO HISPANIC SERVING INSTITUTIONS (HSIs)**

Total awards to HSIs for: Research and Development, Program Evaluation, Training, Facilities and Equipment, Fellowships, Recruitment and IPAs, Student and Tuition Assistance, Scholarship, Administrative/Research, Infrastructure

	Awards to Institutions of Higher Education (IHEs)	Awards to IHEs for Hispanic Activities	Awards to HSIs	Awards to HSIs as a % of total awards to HSIs
TOTAL	**$811,552,000**	**$283,000**	**$37,792,000**	**4.7%**

NASA's Interactive Video Teleconferencing Project helps determine the capabilities of HSIs to implement video teleconferencing initiatives. The use of the technology can facilitate communication between NASA and HSIs. The project allows HSIs to learn about the programs and resources available from NASA, other federal agencies, and public and private entities.

NASA sponsored over 50 visits and meetings to provide HSIs with exposure to NASA's research, education, and business opportunities and to promote the participation of HSIs in these endeavors.

NASA conducted a technical assistance workshop for HSIs entitled Hispanic-Serving Institutions Doing Business with NASA. Over 30 HSIs participated in the workshop.

NASA's Minority University Research and Education Program solicited research projects at HSIs and reported the following outcomes:

--Research work was conducted by 148 professional-level investigators, including 104 faculty members, 27 research associates, and 17 postdoctoral fellows.

-About 350 students participated in research activities.

--Research accomplishments were documented in 176 refereed papers or book chapters. About 75 students were authors and co-authors of these publications

--An additional 107 papers or book chapters, including 37 student authors and co-authors, were accepted for publication during this period.

- **EMPLOYMENT OF HISPANICS**

At NASA, Hispanics represent, 4.3 percent (768 out of 17,393) of career employees and 6.1 percent (50 out of 816) of non-career employees.

NASA developed an internal Nine-Point Plan that integrates employment strategies with existing employment programs to increase the number of Hispanics in its employment ranks.

The plan includes the following strategies:

--Providing employment information to students, faculty, and the Hispanic community

--Using the Presidential Management Intern Program for recruiting, converting, and advancing Hispanic college graduates

--Participating in the HACU National Internship Program

--Using the flexibility of the Student Employment Program to bring Hispanic students into NASA's shortage category occupations, as well as other occupations.

--Developing mentoring programs to motivate young people to pursue higher education and federal careers

--Promoting the participation of Hispanic employees in career development programs

--Assessing NASA's needs for full-time, part-time, or collateral Hispanic Employment Program (HEP) Managers and assuring that HEP Managers are integral members of NASA's management team

--Incorporating these activities into NASA's Federal Equal Opportunity Recruitment Program accomplishment report to OPM

- **FUTURE INVESTMENTS**

NASA *will undertake the following activities in FY99 and FY00:*

NASA will facilitate research and development activities at minority institutions that contribute substantially to NASA's mission. ($3 million is targeted in support of university research centers at HSIs; $3 million is targeted in support of institutional research awards at HSIs.)

NASA will work to create systemic and sustainable change at minority institutions through partnerships and programs that enhance research and educational outcomes in NASA-related fields. (Partnership and PAIR Awards: $4.3 million is targeted in support of HSIs in FY99 and $1.5 million is targeted for FY00)

NASA will prepare faculty and students at minority institutions to successfully participate in the conventional, competitive and education grant process. (Faculty awards for research: $4 million is targeted in support of HSIs.)

- **POINT OF CONTACT**

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NATIONAL ENDOWMENT FOR THE ARTS (NEA)

FY98 Annual Performance Report Summary

- **EXEMPLARY PROGRAMS/ACTIVITIES**
- **PROGRAMS/ACTIVITIES**
- **CONTRIBUTIONS TO HISPANIC SERVING INSTITUTIONS (HSIs)**

Total awards to HSIs for: Research and Development, Program Evaluation, Training, Facilities and Equipment, Fellowships, Recruitment and IPAs, Student and Tuition Assistance, Scholarship, Administrative/Research, Infrastructure

	Awards to Institutions of Higher Education (IHEs)	Awards to IHEs for Hispanic Activities	Award to HSIs	Awards to HSIs as a % of total awards to HSIs
TOTAL	**$2,900,000**	**$88,000**	**$101,000**	**3.48%**

- **EMPLOYMENT OF HISPANICS**

At NEA, Hispanics represent .7 percent (one out of 135) of career employees. There are no Hispanic non-career employees.

- **FUTURE INVESTMENTS**

NEA will undertake the following activities in FY99 and FY00:

NEA will encourage HSIs to apply for NEA grants through consortium partnerships with arts organizations who are familiar with the application process. NEA will include examples of successful consortium partnerships and a list of Hispanic grantees.

NEA will continue to solicit names of potential panelists who are Hispanic Americans for the NEA panelists database.

NEA will discuss the goals of the White House Initiative with Hispanic arts leaders around the country.

NEA will investigate the potential use of NEA's Historically Black Colleges and Universities mentorship program as a model that may be replicated for HSIs.

- **POINT OF CONTACT**

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NATIONAL ENDOWMENT FOR THE HUMANITIES (NEH)

FY98 Annual Performance Report Summary

- **EXEMPLARY PROGRAMS/ACTIVITIES**

NEH provided a $25,000 grant to Motheread, Inc. for the Abuela Project. The project will develop a new curriculum, using Latino children's literature, for dissemination to 275 Motheread teachers in the agency's network. The network includes teachers based in community colleges, Title I elementary schools, family support agencies, and child centers across the nation. The Abuela Project recognizes complex relationships between one's native language, literature, and the formulation of personal and cultural identity; diverse Latino storytelling traditions; and Hispanic cultural history of the United States.

- **PROGRAMS/ACTIVITIES**

NEH conducted three symposiums with scholars knowledgeable about Hispanic American history, culture and institutions, including Hispanic Serving Institutions of higher education. Presenters included: Carlos Cortez, Professor Emeritus, University of California at Riverside; Ramon A. Gutierrez, Associate Chancellor, University of California at San Diego; and Nicolas Kanellos, Director, Arte Publico Press.

Each of the three symposia was designed to provide advice and contextual information for NEH to use in developing its response to the White House Initiative on Educational Excellence for Hispanic Americans.

NEH's Education division hosted a meeting with the Smithsonian Institution's national director of the Inter-University Program for Latino Research to provide advice and contextual information about NEH. Like the symposia, this meeting was designed to help develop NEH's outreach plan for underserved institutions, including Hispanic Serving Institutions.

NEH's chairman's office conducted an agency-wide forum "The Documentary History of Hispanic Americans in the U.S." Professor Nicolas Kanellos, a major scholar of Hispanic American Literature and member of the National Council on the Humanities, provided background information for NEH staff members on the rich array of literary and historical materials on Hispanics in the United States.

Approximately 25 Hispanic American scholars with disciplinary expertise in the humanities were added to the roster from which NEH grant-making panelists are selected.

- **CONTRIBUTIONS TO HISPANIC SERVING INSTITUTIONS (HSIs)**

Total awards to HSIs for: Research and Development, Program Evaluation, Training, Facilities and Equipment, Fellowships, Recruitment and IPAs, Student and Tuition Assistance, Scholarship, Administrative/Research, Infrastructure

	Awards to Institutions of Higher Education (IHEs)	Awards to IHEs for Hispanic Activities	Awards to HSIs	Awards to HSIs as a % of total awards to IHEs
TOTAL	$31,240,634	$522,813	$745,857	2%

NEH provided technical assistance to the Fundación Puertorriqueña de las Humanidades for its program on Puerto Rico and, through the Fundación, to numerous individuals, cultural, and educational institutions and organizations on the island. NEH provides two formula-related grants of $394,046 and $87,754.

- **EMPLOYMENT OF HISPANICS**

At NEH, Hispanics represent 1.9 percent (three out of 156) of career employees, and 100 percent (one of one) of non-career employees.

- **FUTURE INVESTMENTS**

NEH will undertake the following activities in FY99 and FY00:

NEH will widely disseminate information about the following NEH-funded grants. These grants serve as models to follow for April 1999 applications to NEH:

--The Schools for a New Millennium planning grant was awarded to Bullard High School in Fresno, California in collaboration with California State University at Fresno. The Millennial Schools model includes parent, community and business involvement and paves the way for easier school to college transition for Latino students.

--NEH supported Web sites and CD-ROMs on Hispanic-related topics for K–12 students.

--Language and cultural programs aimed at students of Spanish heritage.

NEH will include in its plan of outreach to HSIs special mailings to appropriate organizations and groups. Mailings would provide information about NEH-funded seminars and institutes available to college and school teachers, invitations to apply to NEH grants and programs, and offers of technical assistance for preparing grant applications.

NEH will participate in the HACU internship program, seeking at least two students.

NEH will employ special hiring authority granted to OPM under executive Order 12900.

NEH will encourage applications to support major collaborative arrangements between Hispanic serving schools and colleges.

NEH will implement an action plan for implementing Executive Order 12900.

- **POINT OF CONTACT**

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- **EXEMPLARY PROGRAMS/ACTIVITIES**

Urban Systemic Initiatives (USI) provided $75.15 million in FY98 to support 21 U.S. cities with the largest numbers of school-age children living in poverty (up to $3 million/site/year/5years). USI catalyzes systemic change in K–12 science and mathematics education and seeks to enhance educational productivity for groups traditionally underrepresented in science and engineering by supporting activities that align policy with practice, implement standards-based curricula, provide professional development for teachers/administrators, and realign existing programs. The following figures represent the numbers of Hispanic students, K-12, who are enrolled in public schools that participate in USI-sponsored activities: Los Angeles (200,000); San Diego (8,000); San Antonio (33,000); El Paso (100,000); Dallas (65,000); Miami (170,000); New York (80,000) and Chicago (35,000).

Alliances for Minority Participation (AMP) provided $26.26 million in FY98 to support 27 projects at $1 million/year to strengthen and encourage baccalaureate degree attainment by underrepresented students in science, mathematics, and engineering. AMP accomplishes this by utilizing the knowledge, resources, and capabilities of a broad range of organizations from academic, federal, industrial, and private sectors.

Approximately 200,000 students are currently participating in AMP activities, and results clearly demonstrate the effectiveness of strategies being pursued. For example, the Florida/Georgia Alliance proposed the ambitious goal of increasing the number of science and engineering bachelor's degrees from 416 to 1,030 over the 1991-96 period. By 1995, the alliance graduated 1,100 students, achieving its goal and more than doubling its graduation rate in only four years. In 1996, the number of graduates reached a high of 1,605.

AMP projects focusing heavily on Hispanic students include:

--The University of Texas System AMP in cooperation with ten regional community colleges from around the U.S.-Mexico border region (the project aims to graduate a minimum of 1,500 minority students in science, mathematics, engineering, and technology (SMET) fields by the year 2002, which is an increase of 70 percent over the 1995-96 baseline);

--California Alliances for Minority Participation involves ten campuses of the California university system, and 50 public and private institutions with the goal of awarding 3,500 bachelor of science degrees by the year 2000;

--Puerto Rico AMP, Phase 11 brings together national laboratories, local industries and 14 postsecondary institutions to increase the bachelor of science degrees awarded principally to low-income and first-generation college students in Puerto Rico; New Mexico AMP brings together 27 statewide public institutions (with New Mexico State University as the lead institution) for recruitment/bridge programs, mentoring, distance learning opportunities and professional conferences to increase the number of bachelors degrees awarded in the state.

Centers of Research Excellence in Science and Technology (CREST) provided $8.61 million in FY98 to support eight centers, each of which serves as a hub for conducting competitive research at the most productive minority institutions, including those that produce well-trained doctoral students in SMET fields. The centers also serve as models for the integration of education and research and engage in interdisciplinary activities.

Two large-scale projects of the centers that focus on Hispanic students are:

--The Materials Research Center of Excellence at the University of Texas-El Paso, established a nationally competitive research center in materials science to increase the number of minority researchers available to the nation.

--The Distributed Computing: Theory, Development and Application Center, managed jointly by Florida A&M University and Florida International University with a 60 percent Hispanic enrollment, seeks to significantly increase minority participation in SMET disciplines and promote minority participation in quality research activities.

- **PROGRAMS/ACTIVITIES**

NSF has administered the Presidential Awards for Excellence in Science, Mathematics, and Engineering Mentoring Program on behalf of the White House since the program's inception in 1996. The program is the nation's highest recognition award for excellence in mentoring students from underrepresented groups (women, minorities, and persons with disabilities) in science, mathematics and engineering fields. In each of the three award cycles to date, Hispanics have been represented among the individual (ten maximum) or institutional (ten maximum) awardees.

The Rural Systemic Initiatives (RSI) continues to support five rural economically disadvantaged regions to sustain improvement in science, mathematics, and technology (SMT) curriculum and instruction. RSI's UCAN Project (**U**tah, **C**olorado, **A**rizona, **N**ew Mexico) serves a large Latino student population. Approximately 13,000 Hispanic K–12 students attend public schools that participate in sponsored activities. Two new RSI awards were made in FY98, one of which involved activities affecting a substantial number of Hispanic K–12 students.

The Comprehensive Partnerships for Mathematics and Science Achievement (CPMSA) encourages school districts to integrate system-wide approaches for enhancing all components of K–12 SMT education. CPMSA grant awardees with large Hispanic student enrollments include: California (East Side Union High School District; Paramount Unified School District; Oakland Unified School District); Texas (Brownsville Independent School District and the Laredo Independent School District); Connecticut (Hartford school system); Colorado (the Denver school system); and New York (Newburgh, New York City School District).

The Instructional Materials Development (IMD) initiative supports the development of materials and assessment strategies to promote improvement of SMT instruction for all students at the K–12 level. Recent IMD projects focusing on the needs of Hispanic students include: the "Video

Encyclopedia of Physics Project" to provide middle and high school physics instruction and language improvement skills to Hispanic students, and the "Sunflower/Girasol Science Discovery Magazine" for Latino children.

The Informal Science Education (ISE) initiative provides support for projects that promote the understanding of science and technology through stimulating activities outside the formal classroom. Recent ISE projects that focus on the needs of Hispanic students include:

> --*EXCEL-MAS* is a math and science program for at risk Hispanic elementary and middle school students and their parents.
>
> --The Hispanic Role Model and Science Education Outreach Project develops Spanish language radio programs on science education topics. Explorations: An Exhibition About the Discovery of Our World and of Worlds Beyond is a bilingual project involving a permanent exhibition at the Tech Museum in San Jose, California.
>
> --Universo and StarDate for the Classroom project at the University of Texas at Austin, is an expanded Hispanic language sky-watching activity disseminated to 200 radio stations and includes a teacher guide for classroom use.

The Teacher and Student Development initiative provides continuing support to expand the nation's ability to strengthen its K-12 instructional workforce through professional development activities, leadership training and workshops for in-service teachers. Recent projects that focus on the needs of Hispanic teachers and students include:

> --Funding to CUNY's City College in cooperation with New York City School District #2 to enhance the science content of middle school teachers
>
> --AZ IMP^2 summer development workshop
>
> --Teachers as Agents of Systemic Change works with four school districts in East Los Angeles, California, to implement change in the secondary school mathematics program (258 teachers were involved)
>
> --Increasing Hispanic Achievement: A Mathematics Discourse Learning Environment improves the skills of K-4 Hispanic students by strengthening teachers' abilities in mathematics
>
> --School-Based Elementary Restructuring Program
>
> --Finding a Way: Reaching Young Women of Diverse Ethnic and Racial Backgrounds
>
> --Secondary Mathematics Improvements Project provides teachers of Hispanic girls at the secondary school level with instructional materials and teaching strategies

--Chicago Secondary Mathematics Improvement project utilizes the NSF-supported Interactive Mathematics Program for 200 teachers in 15 Chicago public high schools with heavy Hispanic enrollment

NSF's Program for Women and Girls supports innovative projects that increase the participation of women and girls in science and engineering through short- and long-term academic advancement and research-oriented activities. Recent projects involving Hispanic women and girls include:

--Portfolios to Increase the Number of Women in Mathematics

--Guiding Math/Science Talented Girls and Women

--Sisters in Science: Inter-generational Partnership

The Course and Curriculum Development (CCD) initiative supports projects aimed at making major changes in courses and curricula with national impact through wide dissemination of products. In FY97, awards were made to four Hispanic Serving Institutions. CCD projects focusing on Hispanic students include:

--A Unifying Curriculum for Multidisciplinary Studies in the Environmental Sciences

--Redesigning Introductory Level Physics Course for Non-Science Majors

--Astronomy and Writing: An Innovative Approach to Science Instruction

--AT-SLICE: Advanced Technologies and Simulations for Learning about Interactions in Complex Environments

--Reforming Calculus Instruction at the University of Puerto Rico in Mayaguez

- **CONTRIBUTIONS TO HISPANIC SERVING INSTITUTIONS (HSIs)**

Total awards to HSIs for: Research and Development, Program Evaluation, Training, Facilities and Equipment, Fellowships, Recruitment and IPAs, Student and Tuition Assistance, Scholarship, Administrative/Research, Infrastructure

	Awards to Institutions of Higher Education (IHEs)	Awards to IHEs for Hispanic Activities	Awards to HSIs	Awards to HSIs as a % of total awards to IHEs
TOTAL	**$2,396,778,000**	**no data reported**	**$43,066,000**	**1.8%**

NSF's Instrumentation and Laboratory Improvement (ILI) initiative supports the development and use of modern instrumentation, application of new and current technologies, and laboratory curricula that improve the understanding of basic scientific principles and extend the instructional use of equipment by all undergraduates. In FY 1997, 12 Hispanic Serving Institutions (HSIs) received ILI awards.

NSF's Model Institutions for Excellence (MIE) program aims to increase the number and quality of underrepresented minorities in science, mathematics, engineering, and technology disciplines, and provides funds and technical assistance to help awardee institutions improve their facilities. The MIE program supports four institutions, two of which are HSIs (Universidad Metropolitana in Puerto Rico, and the University of Texas at El Paso).

NSF's Faculty Early Career Development supports the early development of academic careers in research and education. Some $3.2 million in FY97 provided nine awards to HSIs, as well as nine awards to Institutions of Higher Education where the investigator was Hispanic.

NSF's Research Experiences for Undergraduates (REU) supports campus-based sites for groups of ten or more undergraduates who participate in the research program of the host institution. Three REU site awards and 11 REU supplemental awards were made to Hispanic investigators and two HSIs received continuing site support for a total FY97 expenditure of $2.7 million.

NSF's Equipment and Facilities awards enable institutions of higher education to acquire or upgrade specialized equipment and instrumentation necessary for successful research activity. In FY97, four HSIs (City University of New York's City College, El Paso County Community College, University of Puerto Rico at Mayaguez, and Florida International University) received $2.38 million in equipment and facilities improvements.

- **EMPLOYMENT OF HISPANICS**

At NSF, Hispanics represent 1.7 percent (19 out of 1,103) of career employees and 3.8 percent (nine out of 233) of non-career employees.

- **FUTURE INVESTMENTS**

NSF *will undertake the following activities in FY99 and FY00, with continued critical attention focused on promoting diversity in SMET education and the SMET workforce.*

Programmatic structure supporting NSF activities for groups underrepresented in science, mathematics, engineering, and technology education (including Hispanic Americans) will remain intact for FY99 and FY00. These include:

Minority Graduate Education (MGE) Program, established in 1998, supports the implementation of innovative strategies for increasing the number of minority doctorates in science and engineering. The University of Puerto Rico and Rice University are two key sites in this effort. Growing a Diverse Professoriate: The Diversity Continuum Activity is a comprehensive, strategic and systemic continuum that aligns selected NSF undergraduate and graduate programs (for example, AMP, MGE, and CREST) designed to increase underrepresented minority participation in the science, engineering and technology workforce, namely, the professoriate. The University of Puerto Rico and Rice University are two key sites in this effort also.

Systemic reform programs at the K–12 level will continue to emphasize diversity early in the education pipeline, and NSF will continue support for utilization of communications technologies to accommodate different learning styles and increase access to high-quality materials.

Priority will be placed on quality science, mathematics, engineering, and technology instruction and successful matriculation, especially at the undergraduate and graduate levels, commingled with opportunities for the integration of research and education for minority students and faculty.

NSF will continue joint investments with the Department of Education in a K–8 mathematics initiative, and education and training technology initiatives.

NSF will support strategies to accelerate the training and development of teachers capable of delivering standards-based K–12 education, with special attention on elementary and middle school mathematics teachers.

Newer efforts to provide outreach to Hispanic Serving Institutions (HSIs) include:

> --A new initiative to promote information technology network access for all minority serving institutions including all HSIs, Historically Black Colleges and Universities (HBCUs) and Tribal Colleges and Universities (TCUs);
>
> --Hosting a major workshop at the 1999 National Conference of the Society for Advancement of Chicanos and Native Americans in Science (SACNAS. The workshop is designed to provide extensive information about the grantsmanship process at NSF and networking opportunities with NSF officials as a means to foster greater proposal submissions for science and technology research and education from Chicano and Native American scientists, and opportunities to serve as proposal reviewers in the merit review process;
>
> --NSF will continue participating in the National Summer Intern Program of the Hispanic Association of Colleges and Universities (HACU), as part of the NSF Summer Student Internship Program which has also included undergraduate and graduate students from the Quality Education for Minorities (QEM) Program and the AAAS Entry Point! Program for students with disabilities.

Management Directions

As part of NSF's efforts to infuse diversity and maximum human resource development throughout its internal operations and management, including recruitment, development and training activities, NSF's Government Performance and Review Act (GPRA) performance plan states that in FY99:

> --All recruitment for scientists and engineers must demonstrate serious efforts to attract members from underrepresented groups at least in proportion to their representation among doctorate holders in the respective fields;
>
> --All new program announcements and proposed solicitations must include a statement encouraging proposers to address improving the participation of underrepresented groups in science and engineering in their research and

education activities;

--Diversity among external experts such as advisory committee members and panel reviewers must be increased across the Foundation; and

--One of the two criteria in NSF's peer review process addresses societal impact, including diversity and human resource development, as one measure of proposal competitiveness.

Accountability Measures within Programs

NSF uses a variety of mechanisms to evaluate the effectiveness of its programs. The NSF Directorate for Education and Human Resources has developed a program evaluation activity that covers all of its programs on a regular basis and that includes data collection systems. Mechanisms used to assess program effectiveness include evaluations, impact studies, and program monitoring.

For example, one of the programs described in this report, the Alliances for Minority Participation (AMP) program, has an online data collection system.

In anticipation of NSF's first performance report under the GPRA, the agency will continue to refine an increasingly rigorous approach to identifying program outcomes and assessing accountability. The accountability continuum for SMET education at NSF incorporates (1) program and project monitoring; (2) indicator and database design and development; (3) impact studies; (4) third-party program evaluations; and (5) program effectiveness reviews.

- **POINT OF CONTACT**

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OFFICE OF PERSONNEL MANAGEMENT (OPM)

FY98 Annual Performance Report Summary

- **EXEMPLARY PROGRAMS/ACTIVITIES**

OPM developed a Nine-Point Plan to improve representation and advancement of Hispanics in the federal workforce. The project plan provides the framework for OPM to play a leadership role in bringing together academia, community and professional organizations, and the federal government for the advancement of Hispanics.

To address the underrepresentation of Hispanics within its employment ranks, OPM developed a Ten Point Plan that focuses on three strategies: open recruitment, academic relations, and employee development.

Plan strategies include:

--OPM will recruit from all sources, for all position vacancies, including positions in the Senior Executive Service (SES) and managerial positions at general service grades (GS) 13–15, except when the director of OPM approves a request to restrict eligibility to status candidates, Interagency Career Transition Assistance Program eligibles or OPM employees.

--OPM will recruit at the entry level for positions covered by the Luevano Consent Decree, except when the OPM director approves a request to recruit at higher grade levels.

--OPM will establish an intern program to recruit and develop groups of professionals and administrative trainees who are willing to relocate to OPM field locations or headquarters.

--OPM will monitor the composition of its workforce by office.

--OPM will establish and recruit from all sources a full-time Hispanic employment program manager for the national office.

--OPM will establish an annual budget for recruitment literature, limited travel to recruitment sites, and contracts for Hispanic Association of Colleges and Universities (HACU) national interns.

--OPM's Hispanic employment program managers will establish contacts and maintain relations with local high schools and HACU members.

--OPM will use high schools and college cooperative education opportunities to bring students from diverse backgrounds into the workforce and establish eligibility for non-competitive conversion. OPM will recruit Hispanic students and recent graduates who are interested in participating in student employment programs at OPM.

--OPM will invite its employees to apply directly for career development programs, in addition to being nominated by managers. OPM will establish formal mentoring programs and ask OPM employees to serve as mentors for graduates of career development programs and other interested OPM employees. OPM will ensure that Hispanics at GS levels 13–15 receive full consideration for developmental opportunities to enhance their leadership skills and for career advancement.

--OPM will develop a program for its new supervisors to raise awareness of their roles and responsibilities for meeting OPM's strategic goals, including recruitment and development of a diverse workforce. OPM will arrange for periodic meetings with the Director and Deputy Director and all OPM supervisors to review developments and progress related to OPM's strategic goals.

- **PROGRAMS/ACTIVITIES**

OPM chairs the White House Initiative on Educational Excellence for Hispanic Americans' Inter-Departmental Council on Hispanic Educational Improvement working group on Hispanic Federal Employment.

OPM conducted a workshop that provided information, leadership, and assistance to federal agencies in planning for recruitment and hiring of Hispanics.

OPM Employment Service worked with federal agencies in conducting seminars, workshops and conferences that stressed the responsibility federal agencies should take in working with Hispanic Serving Institutions (HSIs).
Programs included:

--National Association of Hispanic Federal Executives

--International Training Conferences on Public Personnel Administration

--Brookings Institution Training for Federal Managers titled "The Future of EEO and Diversity in Government"

--Executive Council of Equal Employment Opportunity and Civil Rights

OPM presented a series of workshops for managers, supervisors, and human resource specialists intended to sensitize participants to the needs of employees as a result of the changing demographics of the federal workforce.

OPM linked recruitment of Hispanic American students to the Federal Equal Opportunity Recruitment Program. OPM contacted members of HACU via the Internet and mail to alert them to recruitment actions.

OPM supported the government-wide USA JOBS system that provides general employment information and specific job listings in a variety of formats. OPM conducted a massive awareness campaign about this system, targeting special constituent groups such as Hispanic organizations.

OPM arranged for the detail of a Hispanic SES member from the Department of Agriculture to improve outreach with interested stakeholders, with a focus on minority interest groups.

- **CONTRIBUTIONS TO HISPANIC SERVING INSTITUTIONS (HSIs)**

  Total awards to HSIs for: Research and Development, Program Evaluation, Training, Facilities and Equipment, Fellowships, Recruitment and IPAs, Student and Tuition Assistance, Scholarship, Administrative/Research, Infrastructure.

	Awards to Institutions for Higher Education (IHEs)	Awards to IHEs for Hispanic activities	Award to HSIs	Award to HSIs as a % of total awards to IHEs
TOTAL	**$136,250**	**no data reported**	**$72,250**	**53%**

OPM established working relationships with Hispanic Serving Institutions (HSIs) by placing six Federal Employment Information touch-screen computer kiosks at HSIs. OPM is pursuing more partnerships to sponsor touch screens in more locations, and to supplement 23 institutions that have either received or will be receiving them already.

- **EMPLOYMENT OF HISPANICS**

At OPM, Hispanics represent 2.7 percent (102 out of 3,722) of career employees and 10.5 percent (two out of 19) of non-career employees.

- **FUTURE INVESTMENTS**

OPM will undertake the following activities in FY99 and FY00:

OPM will work to implement its Ten Point Plan (see Exemplary Programs and Activities) and encourage all federal agencies to implement the Nine-Point Plan.

- **POINT OF CONTACT**

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SMALL BUSINESS ADMINISTRATION (SBA)

FY98 Annual Performance Report Summary

- **EXEMPLARY PROGRAMS/ACTIVITIES**

Under its outreach initiative to the Hispanic business community, SBA set a three-year goal in 1997 of increasing loans to Hispanic-owned businesses from 3,371 loans to nearly 5,200 annually in the year 2000. If successful in achieving this loan growth, SBA estimates that its loan program will provide $2.5 billion in new loans to Hispanic-owned businesses in 2000.

SBA opened five new One-Stop Capitals Shops in areas with high Hispanic American populations: Rio Grande Valley, Texas; Los Angeles, California; Houston, Texas; Chicago, Illinois; and New York. One Stop Capital Shops gather federal, state, and local agencies and institutions in one convenient location to address the financial and technical assistance needs of small businesses. In FY98 (3rd Quarter), 24,584 Hispanics were served.

SBA opened three Business Information Centers (BICs) in areas with high concentrations of Hispanic Americans: Miami, Florida; Albuquerque, New Mexico; and Denver, Colorado. Businesses have access to state of the art computer hardware and software at these centers. BICs also offer business management counseling to business people through a network of retired business executives who assist entrepreneurs on a variety of business planning topics. In FY98 (3rd Quarter), 78,652 Hispanics were served.

SBA's San Diego District Office (SDDO) is partnering with several organizations to teach entrepreneurship to inner-city youths, the majority of whom are Hispanic. As these programs prove successful, most can be expanded nationwide.

SDDO and Junior Achievement are developing a program to teach entrepreneurship to inner-city K-12 students. San Diego Junior Achievement annually involves about 13,000 students, half of whom are Hispanic. After SBA's classroom courses, students will visit SBA's Business Information Center (BIC). Hispanic students will receive special assistance by Spanish-speaking SBA staff and online resources translated into Spanish, including the Small Business Classroom, Online Women's Business Center, and classes on business plans. Much of Junior Achievement training material is offered in Spanish. SDDO will judge student business plans.

SDDO and Millennium Entrepreneurs are developing a program to teach "ABCs of Small Business" and "How SBA can assist Young Entrepreneurs" to high school students, 70 percent of whom are Hispanic. Millennium Entrepreneurs is a kids business camp, and is being expanded throughout San Diego, Hawaii, and the East Coast.

Camps last three weeks during summer and Christmas breaks, and will soon occur in the fall and spring. After SBA's camp classes, students visit SBA's BIC where they have access to Spanish-speaking SBA Staff and online resources translated into Spanish.

SDDO's Small Business Development and International Trade Center (SBDITC) is partnering with the Youth Entrepreneurial Program and the Computers in our Future (CIOF) in San Diego's San Ysidro area. All of the youth are Hispanic. This program is an expansion of the Community Computer Center (up to now for adults) to young entrepreneurs. The program utilizes hands-on operation of a micro-business program to teach business skills. The program's first seven students, ages 16 to 20, are learning to operate and eventually acquire *Casa Familiar's La Esquina Snack Shop.* The youths receive a crucial stipend as an added benefit. The ultimate objective is to become a community technology resource.

- **PROGRAMS/ACTIVITIES**

SBA, through its Office of International Trade, signed an agreement with the Mexican government's National Bank, and "SECOFT," the Mexican government's equivalent of the U.S. Department of Commerce, to bring resources together to stimulate trade. This agreement helps any small business access the Mexican market where Hispanic Americans have a natural interconnection.

SBA signed 70 Memorandums of Understanding with national, regional, and community Hispanic groups.

SBA offered management and technical assistance, counseling and training to 36,632 Hispanic clients or 7.41 percent of the total 494,561 clients.

- **CONTRIBUTIONS TO HISPANIC SERVING INSTITUTIONS (HSIs)**

Total awards to HSIs for: Research and Development, Program Evaluation, Training, Facilities and Equipment, Fellowships, Recruitment and IPAs, Student and Tuition Assistance, Scholarship, Administrative/Research, Infrastructure

	Awards to Institutions of Higher Education (IHEs)	Awards to IHEs for Hispanic Activities	Awards to HSIs	Awards to HSIs as a % of total awards to IHEs
Total	**$56,072,274**	**no data reported**	**$3,140,664**	**5.6%**

- **EMPLOYMENT OF HISPANICS**

At SBA, Hispanics represents 9.3 percent of all employees.

- **FUTURE INVESTMENTS**

SBA will undertake the following activities in FY99 and FY00:

SBA will set aggressive goals for increasing the participation of Hispanics in SBA entrepreneurial training programs.

SBA will pursue new partnerships with business and civic associations to increase awareness of SBA's programs and services within the Hispanic community.

SBA will reach out to resource partners to identify best practices and program improvements that can further SBA's performance vis-à-vis its goals.

SBA will work to achieve a 10 percent level of funding for HSIs as a portion of total SBA awards to institutions of higher education.

SBA will work to increase by 10 percent the number of Hispanic entrepreneurs and potential entrepreneurs served by SBA Small Business Development Centers, Women's Business Ownership, SCORE chapters, and Business Information Centers.

SBA's Office of Government Contracting and Minority Enterprise Development will work with the Department of Commerce's Minority Business Development Agency to create an online Web site for minority entrepreneurs and potential entrepreneurs. The Web site will include business development information and access to counseling and advice especially targeted to minority entrepreneurs, including Hispanic men and women.

SBA will expand outreach to Hispanics in distressed communities by establishing *One-Stop Capital Shops* in each of the 20 new Empowerment Zones that the administration will announce in FY99.

- **POINT OF CONTACT**

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SMITHSONIAN INSTITUTION

FY98 Annual Performance Report Summary

- **EXEMPLARY PROGRAMS/ACTIVITIES**

The National Museum of American Art (NMAA) has created ¡del Corazon!, *(http://nmaa-ryder.si.edu/webzine/)*, an interactive Webzine featuring Latino art from its collection. The on-line magazine provides curricular activities developed by and responsive to the needs of the K–12 learning community. ¡del Corazon! is a collaborative effort between participating schools and museum staff to create an engaging learning tool using technology and Smithsonian primary source materials. The NMAA collection includes important works that not only represent the diversity of Latino art, but reflect the historical contributions of Latinos to our society.

The National Zoological Park (NZP) program, Bringing Biological Sciences to the Latino Community II, provides opportunities for Latino students at all levels of schooling to conduct research with staff scientists, who, themselves, interact with NZP visitors and participate in outreach to elementary schools. At present, ten Latino students from high school to graduate levels are being funded. They have all been placed with a mentor and are gaining experience at the Zoo in their field of interest.

In 1998, in honor of National History Day, the Smithsonian Office of Education (SOE) launched the Web site *Impacto, Influencia, Cambio–Science, Technology and Invention in Latin America and the Southwestern United States* to highlight the achievements of Latinos in such disparate fields as agriculture and aviation. The SOE Web site receives approximately 600,000 hits each month, with about ten percent of that number visiting the *Impacto* site at *http://www.educate.si.edu/scitech/impacto/graphic/index.html*.

- **PROGRAMS/ACTIVITIES**

The National Faculty-Smithsonian Institution Program for the Austin (Texas) Independent School District teams classroom teachers with museum curators and university scholars. This ten-year professional development program, sponsored by the Smithsonian Office of Education, explores ways to use museum collections and exhibitions to infuse a multi-cultural approach into the teaching of the humanities. Thirty teachers from various schools participate each year. In January 1999, 200 teachers from throughout the Austin Independent School District participated in a teacher institute on Latino history and culture.

Since 1989, the National Science Resources Center (NSRC) has hosted Science Education Leadership Institutes at the Smithsonian for teams from more than 300 school districts across the United States, serving more than 6.7 million students in grades K–8, including 1.4 million (21 percent) Hispanic students. Leadership teams develop a five-year strategic plan to reform K–8 science education in their districts. A new initiative launched in 1998, Leadership and Assistance in Science Education Reform (LASER), is focused on 300 additional school districts serving approximately one million students in eight geographic regions. Three of the regions include districts serving significant numbers of Hispanic students.

The National Sciences Resource Center is also working with Bristol Myers Squibb Foundation to reform K–8 science curriculum for all students in Puerto Rico. NSRC's Science and Technology for Children Curriculum Project has been translated into Spanish for student use. It can be found on the Internet at *www.si.edu/nsrc.*

The Center for Folklife Programs and Cultural Studies' Latino Cultural Resources Network has established a Folklife Field Research Series consisting of four folklife field research training workshops held in Texas, New Mexico, and Colorado for students and educators. Participants also learn different formats for public programming and develop projects for their schools and communities. Two of the overarching goals are to provide a complete "fieldwork to public program" educational model, and to instruct educators, cultural leaders, and community organizers on how to initiate research in schools and communities.

- **CONTRIBUTIONS TO HISPANIC SERVING INSTITUTIONS (HSIs)**

The Smithsonian Institution does not award grants to institutions of higher education in general or to HSIs in particular. However, it is engaged in collaboration and partnership formation with education institutions, including HSIs.

Since 1995, the Center for Museum Studies has sponsored the Inter-University Program for Latino Research Graduate Training Seminar, *Interpreting Latino Cultures: Research and Museums*. Latino graduate students attend the seminar to explore issues of representation and interpretation of cultural materials and traditions in museums, followed by five ten-week fellowships and one ten-week internship. The objectives of the seminar are to introduce participants to methods of researching and interpreting museum collections relating to Latino history and culture, to offer general guidance on designing and implementing research, and to establish a network among students and faculty. Fourteen students participated in 1996 and 15 participated in both 1997 and 1998. The seminar is now coordinated by the Smithsonian Center for Latino Initiatives. For more information go to *www/si.edu/latino.*

Established in 1998, the Latino Studies Fellowship Program in the Center for Latino Initiatives, offers awards to Latino pre-doctoral students and post-doctoral or senior scholars who wish to pursue research related to Latino history, art, and culture using Smithsonian resources while in residence at the Institution, as well as through extended field work. Through this program, 11 fellowships have been awarded to outstanding students and scholars.

The Office of Fellowships and Grants' Minority Internship Program provides opportunities for undergraduate and beginning graduate students to participate in a variety of ongoing research and museum-related activities, under the supervision of Smithsonian Institution staff. Approximately 33 percent of the awards are made to Latino students each year. For more information, visit the program at *www.si.edu/research+study.*

Fellowships and internships at the Smithsonian Institution are advertised broadly. Some targeted publicity efforts include advertising in Latino-related publications and participation in Latino-related conferences, such as the national conference of the Society for the Advancement of Chicanos and Native Americans in Science. Special mailings are made to HSIs and the Latino

Studies departments and centers at various universities. Opportunities are also featured on the Center for Latino Initiatives Web site: *www.si.Edu/latino.*

- **EMPLOYMENT OF HISPANICS**

At the Smithsonian Institution, Hispanics represent 6.2 percent (243 out of 3934) of career employees and 8.6 percent (34 out of 395) of non career employees.

Overall employment at the Smithsonian Institution increased by 32 from September 1997 to September 1998 (based on on-board staff on September 30 of each year). Latinos made up 20 of the total number. Latinos as a percentage of the staff increased by a small amount at the higher grade levels and decreased at the lower grade levels, and increased as a percentage of the Wage Board positions.

Vacancy announcements are advertised in Hispanic newspapers and Latino-specific professional groups such as the Association of Hispanic Federal Executives, Hispanics in Philanthropy and the Hispanic Library Association. The Office of Human Resources attends various job fairs, including most recently the Hispanic Civil Rights Association meeting and the Eleanor Holmes Norton Job Fair. The Smithsonian Institution is active in the American Association of Museum Latino Network Professional Interest Committee.

The Smithsonian Institution utilizes the Student Employment Program (Cooperative Education) as a tool for recruiting Latinos into the workforce. At this time, students are placed in the Center for Folklife and Cultural Heritage, the Center for Latino Initiatives, and the Archives of American Art. A student is shared by the Office of Contracting and the Office of Equal Employment. Two students will begin working in summer 1999 at the National Museum of Natural History in geology and environmental programs. Finally, three additional students have been identified to work at the National Portrait Gallery, the National Museum of American History and the Office of International Relations.

The National Museum of Natural History participates in the national conference of the Society for Advancement of Chicanos and Native Americans in Science (SACNAS) by hosting an exhibit booth and participating in workshops and special sessions to reach out to the Hispanic communities and provide information about careers at the Smithsonian Institution.

Included in the performance plans of the museum, research institute and program office directors, is a requirement to be culturally diverse in employment decisions and in public programming. Hiring and promotion actions of each unit are assessed annually. Funding from a special Latino Initiatives pool supplements unit base funding to increase and enhance Latino programming and research on Latino-based collections.

- **FUTURE INVESTMENTS**

The Smithsonian Office of Education and the National Museum of Natural History are collaborating to produce a Web site to be launched in 2000 focusing on cultural interactions in the North American Southwest from prehistory to the present, as seen in textile traditions of the region. The material will align with national education standards in history, geography and the arts and should be of special interest to Hispanic communities.

The Smithsonian Institution will continue to implement its strategic plan, which includes increasing the application of the Institution's unique resources to enhance K–12 education. This includes increasing the quality and number of partnerships with school districts across the country, and the number of students and teachers with access to the Smithsonian's collections, exhibitions and other resources through electronic and other media.

The Smithsonian Institution will continue to monitor the implementation of goals established in 1997 for Latino employment by providing cooperative education opportunities; reviewing employment practices at each of the museums, research institutes and offices; and continuing efforts to increase the number of Latino serving internships and fellowships across the Institution. In FY99, the Institution expects to reach 80 percent of its goal to place ten students in the cooperative program.

The Smithsonian Center for Latino Initiatives is developing its Web site as both a source of information and a resource for educators. The Web site will feature links and connections to programs and museums throughout the nation that provide valuable information on Latino collections and events, and will include virtual exhibits of Smithsonian collections and programs. With approximately 40 million hits per year on the Smithsonian's Web site, the Latino Center's Web site should draw much attention and use nationally.

Beginning in the summer of 1999, the National Museum of Natural History's Department of Anthropology is participating in a symposium organized by the Mexico-North Research Network, a non-profit consortium of institutions in the American Southwest, that is designed to provide Latino students with increased opportunities for education and professional development. International research and educational and outreach projects will be organized by the Network, which includes several major Latino-serving institutions in the Southwest.

The Smithsonian Center for Latino Initiatives will host a day-long meeting on July 12, 1999, with the Latino Leadership Policy Institute, for students from 15 campuses, around the country, including UCLA, Stanford, University of Arizona, University of Colorado, University of Texas (Austin and El Paso), Detroit, Miami International, and Hunter College in New York. Students learn about the political processes and policies of cultural representation in the District of Columbia. This is a year-long project coordinated by the members of the Inter-University Program for Latino Research, and will culminate in a four-day program in the year 2000 when the participants will meet with national leaders of Latino programs.

- **POINT OF CONTACT**

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SOCIAL SECURITY ADMINISTRATION (SSA)

FY98 Annual Performance Report Summary

- **EXEMPLARY PROGRAMS/ACTIVITIES**

- **PROGRAMS/ACTIVITIES**

The Social Security program is vitally important to Hispanics. While about half of all workers have private pensions, less than one-third of Hispanic households have private pension coverage. The result is that three in four older Hispanic households rely on Social Security for half or more of their income, and one-third of older Hispanic households rely on Social Security for all of their income.

The non-retirement Social Security benefits can be equally important to Hispanic workers and their families. For an average wage-earner with a spouse and two children, Social Security survivors benefits and disability benefits are equivalent to $300,000 and $200,000 private insurance policies, respectively. The importance of Social Security benefits to Hispanics is underscored by the fact that more than half of all Hispanic households have families with children, compared to less than a third of the general population.

SSA is working to meet the customer service needs of a growing Hispanic population. For example, since 1988 our national 800 number has provided service by Spanish-speaking employees, and we have recently added a 24-hour automated prompt service in Spanish. In addition, all of our major public information materials are now printed in both English and Spanish-language versions.

SSA has an employee advisory group--SSA's Hispanic Affairs Advisory Council--which regularly meets with the commissioner of Social Security to assess and improve agency outreach efforts to Hispanic communities throughout the country.

- **CONTRIBUTIONS TO HISPANIC SERVING INSTITUTIONS (HSIs)**

None reported.

- **EMPLOYMENT OF HISPANICS**

At SSA, Hispanics represent 8.39 percent of career employees and 6.6 percent of non-career employees. SSA increased the number of Hispanic employees by 23.3 percent since 1993.

In FY98, Hispanics represented 20 percent of all SSA new hires.

At the end of FY98, SSA ranked third among all large federal agencies in the percentage of Hispanic employees.

SSA has the highest percentage of Hispanics in Senior Executive Service (SES) positions in the federal government.

SSA's Deputy Commissioner for Human Resources co-chaired an Inter-Agency Task Force that developed recommendations for the President's Management Council (PMC) on ways to increase representation of Hispanics in the SES. All of the Task Force recommendations were approved by the PMC for implementation government-wide. In FY98, 189 (14.2 percent) of the 1,331 participants in SSA's Summer Aide Stay-In-School Program were Hispanics.

- **FUTURE INVESTMENTS**

SSA will undertake the following activities in FY99 and FY00:

SSA will work to ensure that Hispanics benefit fully from Social Security programs and help them make informed decisions about their financial future.

The Social Security Statement, formerly known as the Personal Earnings and Benefit Estimate Statement provides a record of each worker's earnings and an estimate of the benefits that the worker and his or her family may be eligible to receive. It has been available on request for more than ten years, and over the past four years workers over age 40 have been automatically mailed a Statement.

Beginning on October 1, 1999, all 125 million U.S. workers over age 25 will be mailed annually a Social Security Statement. The Statements will be mailed about three months before the worker's birth month. The Statements are available in Spanish upon request, but a Spanish-language version will be mailed automatically to Puerto Rico residents.

SSA will also continue to have a presence, through speakers and exhibits, at major Hispanic conferences throughout the country.

SSA will continue to emphasize the participation of Hispanic youth in our Summer Aide and Stay-In-School programs.

- **POINT OF CONTACT**

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- **EXEMPLARY PROGRAMS/ACTIVITIES**
- **PROGRAMS/ACTIVITIES**

USIA participated in the American Council on Education's Educating One-Third of a Nation Conference. USIA staff spoke to college and university presidents and program directors in plenary sessions about USIA's interest in seeing greater minority participation in grant programs and other activities.

USIA program announcements were placed in *Hispanic* magazine and will also be placed in the *Hispanic Outlook in Higher Education.*

- **CONTRIBUTIONS TO HISPANIC SERVING INSTITUTIONS (HSIs)**
Total awards to HSIs for: Research and Development, Program Evaluation, Training, Facilities and Equipment, Fellowships, Recruitment and IPAs, Student and Tuition Assistance, Scholarship, Administrative/Research, Infrastructure

	Awards to Institutions of Higher Education (IHEs)	Awards to IHEs for Hispanic Activities	Awards to HSIs	Awards to HSIs as a % of total awards to IHEs
TOTAL	**$94,000,000**	**no data reported**	**$1,727,000**	**1.8%**

USIA funding to HSIs supported the following activities:

--Thirty-two Fulbright students and senior scholars going to HSIs and/or coming from HSIs

--Mini-grants for 11 other visiting Fulbright senior scholars to lecture and consult at HSIs

--Three-year grant linking California State University-Fresno with the International Institute of Labor and Social Relations in Belarus to foster faculty and curriculum development

--Grant to Pima County Community College District to continue to bring individuals from NIS to Arizona to experience American business, local governance and American culture through meetings, internships, and job shadowing

--Grant to El Paso Community College to conduct a three-week training program in the El Paso region for eight civic educators from Latin America

--Support to New Mexico State University to continue operating a U.S.-Mexico Conflict Resolution Center, in association with the Universidad Autonoma de Ciudad Juarez

--Grants to a number of specialists from HSIs to conduct short-term speaking programs abroad

Under USIA's International Visitor Program, more than 500 visitors made professional visits at HSIs during FY1998. More than 20 HSIs in Arizona, California, Florida, Illinois, New Mexico, and Texas hosted these grantees coming from throughout the world in a wide range of professional fields.

USIA met with the Hispanic Association of Colleges and Universities (HACU) to determine ways to reach out to the HACU members regarding grant opportunities and recruiting college interns from HSIs.

A USIA diversity working group is examining how USIA can more successfully collaborate with HSIs.

- **EMPLOYMENT OF HISPANICS**

At USIA, Hispanics represent 6.2 percent (167 out of 2,687) of career employees and 8.1 percent (ten out of 167) of non-career employees.

- **FUTURE INVESTMENTS**

USIA will undertake the following activities in FY99:

USIA will work to increase funding to HSIs by five to ten percent.

USIA will have special mailings to HSI presidents and program directors encouraging them to apply to host Fulbright scholars from abroad.

USIA will participate in ten statewide community college conferences across the United States designed to provide information and technical assistance regarding grant opportunities in the international education field.

USIA will make campus visits to selected HSIs in and around Houston, Texas, and talk with students, faculty, and staff about grant opportunities. Officials will also work to gain a better perspective regarding HSIs' international program interests and needs.

USIA will work with its Office for Civil Rights to continue efforts to increase the number of Hispanic employees working at USIA within the ranks of both the civil service and the foreign service.

- **POINT OF CONTACT**

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"By the Authority vested in me as President by the Constitution and the laws of the United States of America, and in order to advance the development of human potential, to strengthen the Nation's capacity to provide high-quality education, and to increase the opportunities for Hispanic Americans to participate in and benefit from Federal education programs, it is hereby ordered..."

President Clinton, February 22, 1994

Recognizing the importance of increasing the level of educational attainment for Hispanic Americans, President Clinton established the White House Initiative on Educational Excellence for Hispanic Americans through Executive Order 12900 in September 1994. Guiding the White House Initiative is the President's Advisory Commission on Educational Excellence for Hispanic Americans, whose responsibility is to advise the president, the secretary of education, and the nation on the most pressing educational needs of Hispanic Americans. The White House Initiative also provides the connection between the Commission, the White House, the federal government and the Hispanic community throughout the nation.

Current White House Initiative activities include initiating policy seminars, offering a national conference series, "*Excelencia en Educación*: The Role of Parents in the Education of Their Children," focused on improving the education of Latino youth by better engaging Latino parents, increasing understanding and awareness of Hispanic Serving Institutions (HSIs), and coordinating a new round of high-level efforts across the national government to improve education for Hispanics. These activities are driven by a two-year work plan that provides a strategic and purposeful response for addressing the educational challenges outlined in the September 1996 President's Advisory Commission's report "Our Nation on the Fault Line: Hispanic American Education." The report responds to the president's request to assess:

- Hispanic educational attainment from pre-K through graduate and professional school;
- Current federal efforts to promote the highest Hispanic educational attainment;
- State, private sector, and community involvement in education;
- Expanded federal education activities to complement existing efforts; and,
- Hispanic federal employment and effective federal recruitment strategies

Assisting the Initiative address the many educational challenges facing Hispanics is the Inter-Departmental Council on Hispanic Educational Improvement. The Council—composed of high-level federal agency representatives—is responsible for overseeing government-wide efforts to provide greater opportunities for Hispanic Americans to participate in and benefit from federal programs designed to improve educational attainment. The Council meets three times a year and relies on structured working groups to develop interdepartmental strategies and programs.

Accelerating the educational success of Hispanic Americans is among the most important keys to America's continued success. Please join us in ensuring educational excellence for all Americans.

The White House Initiative Staff

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